

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

35 Kent Business School

AC502	Business Finance					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	

Contact Hours

Total contact hours: 65
Private study hours: 235
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically review finance theories and concepts and their application to a practical environment including financial management, risk and the operation of financial markets
- apply the fundamental concepts and principles (introduced in the pre-requisite study) which underlie investment, financing, and dividend decisions, in both a theoretical and practical context, including the strengths and weaknesses of more complex quantitative techniques
- demonstrate knowledge and skills in recording and summarising the financial aspects of company dividend policy, capital structure, types of finance sources and merger activities
- critically analyse, compare, discuss and critically evaluate various financial theories
- demonstrate understanding of the practical implications of investing on the stock market

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- structure, and develop and defend complex arguments
- analyse structured and unstructured problems and prepare projections regarding related decisions
- develop, analyse and synthesise complex material and data relevant to financial issues
- apply quantitative techniques for solving problems within a finance context
- plan work, use relevant sources and study independently
- demonstrate suitable communication skills

Method of Assessment

Main assessment methods:

- Exam, 3 hours (70%)
- Coursework (5%)
- Group Portfolio Project (3000 words) (25%)

Reassessment method:

100% exam

Preliminary Reading

Allen, F., (2013), Principles of Corporate Finance, London: McGraw Hill

Arnold, G., (2012), Corporate Financial Management, Harlow: Pearson Brealey, R., Myers, S. and Rutterford, J., (2007), Introduction to Stock Exchange Investment, Basingstoke: Palgrave MacMillan

Pre-requisites

Prerequisites: ACCT5080 or ACT5230 Principles of Finance

Restrictions

Available to short-term/exchange students'

Synopsis >*

This module begins with a focus on the financial system of the UK, including the major players in the markets and key interrelations. It then proceeds to cover key topics, including: advanced portfolio theory, the capital asset pricing model, arbitrage pricing theory, the implications and empirical evidence relating to the efficient market hypothesis, capital structure and the cost of capital in a taxation environment, interaction of investment and financing decisions, decomposition of risk, options and pricing, risk management, dividends and dividend valuation models, mergers and failures and evaluating financial strategies.

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AC504		Auditing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	

Contact Hours

Total contact hours: 65
Private study hours: 235
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically appraise the regulatory, legal, professional and socio-economic environments within which company audits are performed;
- critically review the underlying auditing theory, including Flint's concepts and postulates of auditing and the inherent constraints and limitations of auditing, and the nature and causes of the audit expectation gap;
- critically examine the technical language and practices employed in the audit of company financial statements;
- critically evaluate the role and significance of auditing in the context of widely researched capital market and behavioural models including the efficient markets hypotheses and agency theories of the firm;
- critically evaluate the nature, role and development of a profession and professional bodies, professional duties and ethics, professional independence, professional negligence and legal liability.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- critically evaluate arguments and evidence;
- analyse conceptual problems;
- assimilate concepts from research literature;
- use library resources to assimilate materials from research literature;
- exercise effective written and oral communication;
- exercise independent, self-managed study of research materials

Method of Assessment

Main assessment methods:

- Exam, 3 hours (70%)
- Essay 1 (2000 words) (15%)
- Essay 2 (2000 words) (15%)

Reassessment method:

100% Examination

Preliminary Reading

Cosserat, G.W., (2015) Modern auditing, 4th ed, Chichester: John Wiley & Sons

Flint, D. (1988) Philosophy and principles of auditing: an introduction, Basingstoke: Macmillan Education

Godsell, D. (1991) Auditors' legal duties and liabilities, London: Longman

Gray, I. (2015) The audit process: principles, practice and cases, 6th ed, London: Cengage Learning

Porter, B. (2014) Principles of external auditing, 4th ed, Chichester: John Wiley

Sherer, M. & Turley, S., (1997) Current issues in auditing, 3rd ed, London: Sage Publications

Pre-requisites

Prerequisites: ACCT5060 or ACCT5240 Financial Accounting II

Restrictions

Available to short-term/exchange students'

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Synopsis *

This module will cover the following topics:

- The historical development of auditing
- The nature, importance, objectives and underlying theory of auditing
- The philosophy, concepts and basic postulates of auditing
- The regulatory and socio-economic environment within which auditing process takes place
- Auditing implications of agency theories of the firm
- Auditing implications of the efficient markets hypothesis
- The statutory and contractual bases of auditing, including auditing regulation and auditors' legal duties and liabilities
- Truth and fairness in financial reporting
- Materiality and audit judgement
- Audit independence
- The nature and causes of the audit expectation gap
- Auditors' professional ethics and standards
- Audit quality control, planning, programming, performance, supervision and review
- The nature and types of audit evidence
- Principles of internal control
- Systems based auditing and the nature and relationship of compliance and substantive testing
- The audit risk model and statistical sampling
- Audit procedures for major classes of assets, liabilities, income and expenditure
- Audit reporting.

AC507 Management Accounting II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 65
Private study hours: 235
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students be able to:

- critically appraise the contexts in which accounting operates
- critically review the conceptual underpinning of management accounting
- critically examine the developments in the technical language and practices of management accounting
- critically evaluate the contemporary theories and evidence concerning aspects of the role and functioning of management accounting
- discover the uses and limitations of a range of quantitative techniques in solving management accounting problems

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- extract and analyse data from multiple sources
- work independently and manage their time effectively
- use communications and information technology in acquiring, analysing and communicating information
- communicate effectively both orally and in writing
- analyse and draw reasoned conclusions and make recommendations in relation to primarily unstructured problems

Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)
Group Presentation (10%)
In course Test - MCQ and Problem Solving (45 minutes) (10%)
In-Class Essay (45 minutes) (10%)

Reassessment method:

100% exam

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Preliminary Reading

Drury, C. (2018), Management and Cost Accounting, London: Cengage Learning.

Merchant, K. and Van der Stede, W. (2017), Management Control Systems: Performance Measurement, Evaluation and Incentives, Harlow: Prentice Hall.

Pre-requisites

ACCT5200 or AC5210 Management Accounting I

Restrictions

Available to short-term/exchange students'

Synopsis *

The module examines contemporary management accounting issues at an advanced level. It takes an interdisciplinary perspective and draws on the knowledge and techniques acquired in Stages 1 and 2 core modules. The module explores the role of management accounting within the context of strategic management and management control. The module traces and evaluates recent major changes in management accounting and aims to increase students' awareness of how management accounting is used in managing organisations and the impact of organisational and social context on management accounting practice and effectiveness.

Contact Hours

Total contact hours: 65

Private study hours: 235

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students be able to:

- critically appraise the contexts in which accounting operates
- critically review the conceptual underpinning of management accounting
- critically examine the developments in the technical language and practices of management accounting
- critically evaluate the contemporary theories and evidence concerning aspects of the role and functioning of management accounting
- discover the uses and limitations of a range of quantitative techniques in solving management accounting problems

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- extract and analyse data from multiple sources
- work independently and manage their time effectively
- use communications and information technology in acquiring, analysing and communicating information
- communicate effectively both orally and in writing
- analyse and draw reasoned conclusions and make recommendations in relation to primarily unstructured problems

Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)

Group Presentation (10%)

In course Test - MCQ and Problem Solving (45 minutes) (10%)

In-Class Essay (45 minutes) (10%)

Reassessment method:

100% exam

Preliminary Reading

Drury, C. (2018), Management and Cost Accounting, London: Cengage Learning.

Merchant, K. and Van der Stede, W. (2017), Management Control Systems: Performance Measurement, Evaluation and Incentives, Harlow: Prentice Hall.

Pre-requisites

BUSN7280 Intermediate Management Accounting

Restrictions

Available to short-term/exchange students'

Synopsis *

The module examines contemporary management accounting issues at an advanced level. It takes an interdisciplinary perspective and draws on the knowledge and techniques acquired in Stages 1 and 2 core modules. The module explores the role of management accounting within the context of strategic management and management control. The module traces and evaluates recent major changes in management accounting and aims to increase students' awareness of how management accounting is used in managing organisations and the impact of organisational and social context on management accounting practice and effectiveness.

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AC521		Management Accounting I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 65
Private study hours: 235
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Constructively differentiate the contexts in which management and financial accounting operate.
- Critically determine costs based on cost terms and purposes.
- Apply relevant management accounting techniques under various costing systems.
- Critically distinguish between short-run and long-run pricing decisions and describe approaches to pricing.
- Measure and apply yield, mix and quantity effects in planning and control.
- Design and prepare budgets and perform in depth variance analysis for strategic planning and control.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate and learn effectively using information technology.
- Manage their own learning.
- To make use of scholarly reviews and primary sources, e.g. refereed research articles and/or original materials appropriate to the discipline.
- Evaluate arguments, assumptions and data to make judgements, and frame appropriate questions to achieve a solution to a problem.

Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)
Essay of 1500 words (10%)
In-course test, 45 minutes (10%)
VLE Online Test (10%)

Reassessment method:

100% exam

Preliminary Reading

Core text:

Bhimani, A., Horngren, C.T., Data, S.M. and Rajan, M.V. (2019) Management and Cost Accounting 7th edition Harlow: FT-Prentice Hall

Other recommended texts:

Drury, C. (2018) Management and Cost Accounting 10th Edition, Andover: Cengage Learning
Seal, W., Garrison, R.H. and Noreen, E.W. (2012) Managerial Accounting 4rd Edition London: McGraw-Hill

Pre-requisites

Prerequisites: ACCT3001: Financial Accounting I, BUSN3720 Mathematics and Statistics for Accounting and Finance and ECON3020: Introduction to Economics

Restrictions

Available to short-term/exchange students'

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Synopsis *

The work of accountants permeates all aspects of management. Accountants provide information that is relevant to both managers and external stakeholders in the context of planning and controlling an organisation. This module introduces the principles and techniques used by management accountants who provide appropriate financial information to managers and help them make better informed decisions. Topics may include:

- An introduction to management accounting
- The role of management accountants in an organisation
- Cost terms and purposes
- Cost determination
- Cost-Volume-Profit (CVP) analysis
- Measuring relevant costs & revenues for decision making
- Job order costing
- Cost allocation
- Activity based costing
- Joint and by-product costing
- Pricing, target costing and customer profitability analysis
- Motivation, budgets and responsibility accounting
- Flexible budgets, variances and management control
- Value based management and strategic management
- Performance management and management control
- Environment cost accounting: Sustainability

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AC522		Advanced Financial Accounting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 66
Private study hours: 234
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- prepare financial statements by applying accounting standards, regulations and terminology
- demonstrate how to account for complex transactions in financial statements by applying accounting standards;
- critically analyse the financial performance and position of a business using techniques such as financial ratios;
- demonstrate an understanding of the importance of corporate and social responsibility (CSR) for organisations and their stakeholders.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- critically evaluate arguments and evidence;
- manipulate financial data and provide financial information to a variety of stakeholders whilst understanding the limitations of the information provided;
- communicate effectively to a variety of audiences and/or using a variety of methods

Method of Assessment

Main assessment methods

Exam, 3 hours (70%)
Report (3500 words) (20%)
VLE Test (10%)

Reassessment method:
100% exam

Preliminary Reading

ACCA Financial Reporting (FR) Study Text (2021), Wokingham: Kaplan Publishing UK
Crane, A., Matten, D., Glozer, S. and Spence, L. (2019) Business Ethics, Managing Corporate Citizenship and Sustainability in the Age of Globalization (5th Edition), Oxford: Oxford University Press
Elliott, B. and Elliott, J. (2019). Financial Accounting and Reporting, (19th edition), Harlow: Pearson Education Ltd
Melville, A. (2019). International Financial Reporting (7th edition), Harlow: Pearson Education Ltd

Pre-requisites

Prerequisites: ACCT5240 Financial Accounting II

Restrictions

Available to short-term/exchange students'

Synopsis *

This module is designed to build upon financial accounting topics taught in previous modules and assess them at a more advanced level. It will also introduce topics, not previous taught.

The following is an indicative list of topics to be covered:

- Accounting for complex transactions in financial statements
- Analysing and interpreting financial statements
- CSR
- Preparation of financial statements including those for complex groups
- Content and application of International Accounting Standards, as appropriate.

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AC523 Principles of Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 65
Private study hours: 235
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Differentiate the contexts in which finance operates.
- Evaluate the concepts and principles that underlie the investment and financing decision-making processes, including the strengths and weaknesses of quantitative techniques.
- Identify the nature of a problem and selection of appropriate quantitative techniques.
- Compare and contrast alternative approaches to investment appraisal and financing as well as to evaluate the appropriateness of different approaches to solving problems in finance.
- Identify, find and summarise transactions and other economic events, including decision analysis, discounted cash-flow analysis and the analysis of financial risk.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.
- Plan, work independently and use relevant resources.
- Communicate and work effectively within a group context

Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)
Multiple Choice Test (10%)
In-course test, 45 minutes (10%)
Presentation (10%)

Reassessment method:

100% exam

Preliminary Reading

Lumby, S. and Jones, C. (2015) Corporate Finance: theory and practice, 9th Edition, 2015, Andover: Cengage Learning
ISBN 13: 9781408079090

McLaney, E. (2014). Business Finance, 10th Edition, 2014, Harlow: Pearson Education Limited
ISBN - 13: 9781292016122

Pre-requisites

BUSN3720 Mathematics and Statistics for Accounting and Finance and ECON3020: Introduction to Economics

Restrictions

Available to short-term/exchange students'

Synopsis *

This module is concerned with the principles which underlie the investment and financing decision making process. Before a rational decision can be made objectives need to be considered and models need to be built. Short-term decisions are dealt with first, together with relevant costs. One such cost is the time value of money. This leads to long term investment decisions which are examined using the economic theory of choice, first assuming perfect capital markets and certainty. These assumptions are then relaxed so that such problems as incorporating capital rationing and risk into the investment decision are fully considered. The module proceeds by looking at the financing decision. The financial system within which business organisations operate is examined, followed by the specific sources and costs of long and short-term capital, including the management of fixed and working capital

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AC524		Financial Accounting II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 66
Private study hours: 234
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- evaluate the regulatory, commercial, professional and social environment within which financial statements are prepared, published and used, beyond that available from Financial Accounting I
- evaluate aspects of the economic, decision-theoretic and behavioural underpinning to financial reporting, beyond that available from Financial Accounting I
- apply the technical language and practices employed in recognition, measurement and disclosure in financial statements, beyond that available from Financial Accounting I
- identify alternative technical languages and practices proposed for use in recognition and measurement in financial statements, to reflect changes in prices, beyond that available from Financial Accounting I

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- evaluate arguments and evidence
- manipulate financial data
- prepare financial statements
- communicate effectively

Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)
In-Course Test 1 (10%) – 45 minutes
In-Course Test 2(10%) – 45 minutes
Communication Skills Report (1500 words) (10%)

Reassessment methods

100% exam

Preliminary Reading

ACCA Paper F7 Financial Reporting (FR) Complete Text (2016), Wokingham: Kaplan Publishing UK
ACCA Paper F7 Financial Reporting (FR) Exam Kit (2016), Wokingham: Kaplan Publishing UK
Alexander, D., Britton, A., and Jorissen, A., (2014): International financial reporting and analysis (6th edition) London: Cengage Learning
Elliott, B. and Elliott, J. (2015): Financial accounting and reporting (17th edition), London: FT Prentice Hall

Pre-requisites

AC300 Financial Accounting I

Restrictions

Available to short-term/exchange students'

Synopsis *****

The module will aim to cover the following topics:

- the conceptual framework of financial reporting
- the financial reporting environment
- the regulation of financial reporting
- group accounting
- the International Accounting Standards Board
- content and application of International Accounting Standards as appropriate
- accounting standards
- accounting for transactions in financial statements

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AC525		Management Accounting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Contact hours: 32
Independent learning hours: 118
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically distinguish between relevant and irrelevant costs and revenues for decision-making.
- Demonstrate an understanding between short-run and long run pricing decisions, describe approaches to pricing and perform customer profitability analysis.
- Design, prepare and analyse budgets.
- Perform complex variance analysis for strategic planning and control.
- Measure and apply yield, mix and quantity effects in planning and control.
- Critically evaluate capital budgeting and perform capital investment evaluations.
- Critically distinguish environmental costs and analyse the role of environmental management controls for sustainability.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate effectively to a variety of audiences and/or using a variety of methods and appropriate technical language.
- Manage their own learning by planning and working independently using appropriate learning resources.
- Evaluate arguments, assumptions and data to make judgements, and frame appropriate questions to achieve a solution to a problem.

Method of Assessment

Main assessment methods:
VLE test 1 (30 minutes) 15%
VLE test 2 (30 minutes) 15%
Exam (2 hours) 70%

Reassessment methods:
Exam 100%.

Preliminary Reading

Bhimani, A., Horngren, C.T., Datar, S.M. and Rajan, M.V. (2019) Management and Cost Accounting 7th edition, Harlow: FT-Prentice Hall
Drury, C. (2018) Management and Cost Accounting 10th Edition, Andover: Cengage Learning

Pre-requisites

Prerequisites: ACCT3000: Financial Accounting and ACCT3050: Principles of Management Accounting.

Synopsis *

The module advances students' knowledge and skills in management accounting. By completing the module, students will be able to:

Understand the concepts of relevant costs and revenues and use them to make managerial decisions. Differentiate between short and long-term pricing decisions and learn the functioning, advantages and disadvantages of target pricing and cost-plus pricing. Use management accounting information to prepare customers profitability reports. Learn what are the tools used for planning and controlling a company's performance in an international context and how they function. Understand what the relationship between strategic planning and budgeting is. Prepare budgeted financial statements and understand the functioning of responsibility accounting systems to stimulate managers' motivation. Know how standards costs and targets are set to foster performance improvements. Prepare flexible budgets and use actual and standard costs information to analyse variances including yield, mix, quantity effects of inputs and volume, mix and quantity effects of sales. Prepare a performance report that reconcile actual and budgeted profit. Provide a holistic interpretation of company's performance and provide recommendations for managers to take actions or revise the strategic plans. Apply multiple methods to make capital investment decisions for strategy implementation. Classify environmental costs and learn the role played by environmental management controls for company's sustainability.

Core areas of the syllabus are:

- Relevant and irrelevant costs and revenues for decision-making
- Pricing, target costing and customer profitability analysis
- Motivation, budgets and responsibility accounting
- Flexible budgets, standard costs and variance analysis for management control
- Yield, mix and quantity effects of inputs
- Volume, mix and quantity effects of sales
- Capital investment decisions
- Environmental costs and environmental management controls for sustainability

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AC526 International Financial Reporting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Contact hours: 34
Private study hours: 116
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- evaluate the regulatory, commercial, professional and social environment within which financial statements are prepared, published and used, beyond that available from Financial Accounting;
- evaluate aspects of the economic, decision-theoretic and behavioural underpinning to financial reporting, beyond that available from Financial Accounting;
- apply the technical language and practices employed in recognition, measurement and disclosure in financial statements, beyond that available from Financial Accounting;
- identify alternative technical languages and practices proposed for use in recognition and measurement in financial statements, to reflect changes in prices, beyond that available from Financial Accounting.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- evaluate arguments and evidence;
- manipulate financial data;
- prepare financial statements;
- communicate effectively to a variety of audiences and/or using a variety of methods

Method of Assessment

Main assessment methods:

VLE Test 1 (15%)
VLE Test 2 (15%)
Exam, 2 hours (70%)

Reassessment methods:

Reassessment Instrument: 100% exam

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

Prerequisites: ACCT3000 Financial Accounting

Synopsis *

This module is designed to build upon financial accounting topics taught in previous modules and assess them at a more advanced level. It will also introduce topics, not previously taught. Areas that will be covered are:

The conceptual and regulatory framework for financial reporting – The need for a conceptual framework and the characteristics of useful information. Define what is meant by 'recognition' in financial statements and applying the recognition criteria to assets/liabilities and income/expenses.

Look at why an international regulatory framework is needed over a national regulatory framework. Review the work of the International Accounting Standards Board in setting international accounting standards and how they are moving to harmonised global accounting standards using a principles based rather than a rules based framework.

Describe the concept of a group as a single economic unit and explain and apply the definition of a subsidiary within relevant accounting standards. Prepare basic consolidated financial statements using these concepts.

Distinguish between tangible and intangible non-current assets. Review methods of valuation/revaluation including impairment of assets.

Account for current and deferred taxation within financial statements.

Account for the translation of foreign currency transactions at the reporting date.

Core areas of the syllabus are:

- A conceptual framework for financial reporting
- A regulatory framework for financial reporting
- Financial statements using historic cost and current value accounting
- Business combinations

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CB313 Introduction to Statistics for Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

The module will be taught by lectures, computer terminal sessions and private study.

Total Contact Hours: 21

Private Study Hours: 129

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- Use graphical, numerical and statistical techniques to handle a variety of business problems
- Summarise and analyse data and present it effectively to others and use appropriate software, including spreadsheets
- Use statistical techniques to draw well founded inferences from quantitative data
- Understand the scope and limitations of quantitative methods
- Identify sources of published statistics, understand their context and report on their wider relevance

The intended generic learning outcomes. On successfully completing the module students will be able to:

- Demonstrate numeracy and quantitative skills including organising data, abstracting meaning from information and supporting written work by following the required academic conventions
- Demonstrate a reflective approach to learning and critical thinking skills essential for success in business
- Demonstrate effective writing skills at Level 4 as required to complete written assignments and business reports
- Work and study independently and utilise resources effectively

Method of Assessment

The module is assessed 100% by coursework, divided as follows.

VLE: quiz (20%)

1 x online VLE quizzes (20%) testing technical aspects of the syllabus

In-course test (20%)

1 x 45 minute in-course test

Statistics Report (60%)

Students have to identify real examples of the use of quantitative information and statistics and produce a report including commentary and analysis and should be no more than 8 pages in length including tables and diagrams.

For reassessment, students will resubmit the statistics report as coursework

Preliminary Reading

Keller, G. and Gaciu, N. (2015). Managerial Statistics (Europe, Middle East and Africa Edition), Andover: Cengage. Of particular relevance are Chapters 1–10 and 14.

Lind, D.A., Marchal, W.G. and Wathen, S.A. (2013) Basic Statistics for Business & Economics, (8th edn.), New York: McGraw-Hill

Seeley J, (2002), One Step Ahead: Writing Reports, Oxford: OUP.

Pre-requisites

None

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Synopsis *

So much of the world of business is based on quantitative information—sales, stock control, investments, loans, production levels, staffing numbers, share prices, interest rates, quality control, etc. etc. In almost any organisation where you work you must expect to deal with numbers. This module introduces you to the way you can make use of quantitative information through statistical analysis.

Topics may include:

- * The nature and use of numerical information
- * Summarising data
- * Graphical representation of data: histograms, pie charts, cumulative frequency curves
- * Measures of location and dispersion
- * Probability, distributions and expected values
- * Sampling and its uses
- * The χ^2 distribution, questionnaire analysis and contingency tables
- * Correlation

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CB357 Study Skills (Top-Up Degree)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	Pass/Fail Only	

Contact Hours

At least 20 hours of direct staff-student contact, in addition students will be expected to study privately for approximately 20 hours in the immediate context of the Module.

Lectures: 20

Assessment (including preparation): 20

Independent study: 110

Total hours: 150

Learning Outcomes

This module is primarily designed to develop generic rather than subject-specific skills. Its position as a pre-sessional module enables students to become familiar with and develop those cognitive and behavioural skills to enable them to perform to the standards set for the achievement of a first degree.

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

1. access relevant information from a variety of sources, eg academic and business texts/journals, case studies, including judicious use of the Internet.
2. write an essay to final year academic standards.
3. formally present their views to an audience using oral, visual and technical skills.
4. apply group-working skills, including listening, responding to different points of view, negotiating outcomes etc to any appropriate situation.

Method of Assessment

Pass/Fail based on:

Summary of an Academic Article 10%

First Individual Presentation On Set Topic 10%

Research Skills: A Test Following Workshop / Presentation 10%

Referencing Skills: A Test Following Workshop / Presentation 10%

2,000 Word Essay Preceded by Essay Plan Tuition. 10%

First Individual Presentation on Programme Related Topic. 20%

Final 3,000 word Essay on Chosen Business Topic. 30%

Preliminary Reading

Gallagher K. (2010) Skills Development for Business and Management Students, Oxford.

Cottrell S. (2008) (3rd Edition) The Study Skills Handbook, Palgrave Study Guides.

Range of online Study Skill guides on the UELT website

Pre-requisites

Students from Canterbury College, or equivalent institution, must have achieved a "Merit" or higher profile in their HND studies or Foundation Degree.

Synopsis *

The module will include:

Audit of students skills in reading and comprehension of higher learning material.

Identification of behavioural barriers to effective learning.

Internet searching.

Harvard referencing.

The development of the necessary skills and awareness for self management through:

1. feedback from testing
2. group discussion
3. analysis
4. presentations
5. reasoning
6. referencing
7. research and essay writing

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CB363		Economics For Business 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

CB5010		Marketing Analytics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21
 Private study hours: 129
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and critical understanding of the role and value of information, performance measurement and customer / competitor insights in marketing.
- Understand the organisational and discursive processes through which data is translated into marketing practices.
- Use IT for marketing applications and to support information retrieval, data analysis and communication.
- Explore the international and ethical dimensions of marketing analytics.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information.
- Propose solutions to problems arising from data analysis.
- Effectively communicate information, arguments and analysis in a variety of forms.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods:

Multiple choice questions (MCQ) (10%)
 Group Video Presentation (5 minutes) (20%)
 Individual project report (2000 words)(70%)

Reassessment methods:

100% coursework

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Preliminary Reading

Hair, J., Ortinau, D. and Harrison, D. (2021), Essentials of Marketing Research, 5th Edition, McGraw Hill, ISBN 978-1-260-57578-1 (core reading)

Malhotra, N., Nunan, D. and Bricks (2017), Marketing Research: An applied approach, 5th edition, Pearson, 978-1-292-10312-9

Bradley, N. (2013) Marketing Research: Tools & Techniques. 3rd ed. Oxford: Oxford University Press

Grigsby, M. (2015) Marketing Analytics. A Practical Guide to Real Marketing Science. London: Kogan Page

Field, A. (2013) Discovering Statistics Using IBM SPSS Statistics. 4th ed. New Delhi: Sage

Hair, J.J., Black, W.C., Babin, B.J. and Anderson, R.E. (2010) Multivariate Data Analysis. A Global Perspective. 7th ed. New Jersey: Pearson

Winston, W.L. (2014) Marketing Analytics: Data-Driven Techniques with Microsoft Excel. Hoboken: John Wiley & Sons

Pre-requisites

BUSN3670 Introduction to Data Analysis & Statistics for Business and BUSN3710 Marketing Principles

Synopsis *

This module will review contemporary approaches to marketing research design, data collection and analysis. A range of customer, market and competitor analysis techniques will be explored from conventional marketing research techniques as well as from ecommerce, geodemographic and new-media sources. Students will also develop an understanding of the importance of effective performance measurement (i.e., making marketing more accountable). Students will further develop their appreciation of market information and intelligence and acquire the specialised skills needed to plan, manage and report marketing research studies.

The indicative key topics of the module are:

- Marketing research planning and process
- Research design and data acquisition
- Qualitative and quantitative consumer research
- Data analysis

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CB5011		Human Resource Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the role of Human Resource Management (HRM) practices within specialist functions and as part of line management activity
- evaluate the process of managing people and teams
- critically assess the impact of human resource management theory on management and management practice
- understand the connection between human resource management practices and apply these concepts to the wider business environment in which they function

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- organise and present an analysis as a considered viewpoint
- find, select and synthesise complex information
- communicate effectively orally and in writing and at an appropriate level for the audience
- demonstrate initiative and personal responsibility in working and studying independently using relevant resources
- demonstrate critical thinking through reflection

Method of Assessment

Main assessment methods:

- Group Presentation (20%)
- Group reflective report (1000 words) (10%)
- Individual Report (3000 words) (70%)

Reassessment method:

100% coursework

Preliminary Reading

Torrington, D., Hall, L., Taylor, S. & Atkinson, C. (2014) Human Resource Management, 9th edn. Harlow: Pearson

Pre-requisites

None

Synopsis *

This module will introduce students to the key concepts of managing people involving and examination of organisational, management and human resource management theory and practice. This will be achieved through relating relevant theory to practical people and organisational management issues.

The key topics of the module are:

- The nature of human resource management
- Motivation in the workplace
- Work organisation, job design and flexible working
- Groups and team working
- Diversity in the workplace
- Recruitment & selection
- Learning and development
- Employee Involvement and participation
- Employee performance and reward
- Ethical HRM

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CB5012 Global Business in a Dynamic Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	10 (5)	Pass/Fail Only	

Contact Hours

Full-time over 2 weeks:

Private Study 50 hours

Lectures 25 hours

Interactive sessions and case discussion 25 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate knowledge and understanding of the global business environment and the role of multinationals in the dynamic process of globalisation
2. demonstrate knowledge and understanding of international business and the institutions involved in this process and how such institutions shape global business environment
3. show understanding of policy related aspects of international business and how this affect global business environment
4. develop an in-depth understanding of the key drivers of globalisation and how these influence global business environment

The intended generic learning outcomes

On successfully completing the module students will be able to:

1. demonstrate aptitude in independent and higher level study
2. demonstrate knowledge of underlying concepts and principles of global business in a variety of relevant contexts
3. show understanding and practice of individual and group-based learning environments consonant with the expectations and requirements of higher level study
4. exercise some element of self-directed study and time-management consistent with research skills and onward professional career opportunities
5. apply academic skills such as research and writing in relevant academic contexts, listening to academic lectures and input sessions as well as participating in academic seminars
6. demonstrate cross-cultural awareness through interaction with students from other backgrounds and nationalities

Method of Assessment

This module is assessed by 100% coursework:

Short editorial of an international event (750 words) - 30%

Group presentation analysing an international case study - 70%

Preliminary Reading

Bartlett, C.A. and Ghoshal, S. (2014), *Transnational management*. McGraw-Hill Education.

Cavusgil, S.T. (2016). *International Business: The New Realities*, Global Edition. Pearson Education Limited.

Collinson, S., Narula, R. and Rugman, A.M. (2016), *International business*. Pearson Higher Ed.

Czinkota, M.R., Ronkainen, I.A. and Moffett, M.H. et al. (2009), *International Business*, European Edition, Wiley, ISBN 978-0-470-51029-2.

Deresky, H. (2017). *International Management: Managing Across Borders and Cultures*, Text and Cases, Global 9th Edition (ISBN: 9781292153537), Pearson.

Dicken, P. (2014), *Global shift: Mapping the changing contours of the world economy* (7th edition). SAGE Publications Ltd.

Gereffi, G. and Fernandez-Stark, K. (2016). *Global Value Chain Analysis: A Primer*, 2nd edition. Center on Globalization, Governance & Competitiveness (CGGC). Duke University, North Carolina, USA.

Peng, M.W. (2016), *Global business*. Cengage learning.

Synopsis *

There is unprecedented change in international business. Very close linkages emerge between domestic and international activities, and between all economies around the globe. We know that when domestic economic activities are down, international business is down as well—only much more so. As local economies grow, so does international business. Austerity brings changes in production and consumption. The role of governments is growing by leaps and bounds, dictating the direction and strength of international business activities. There is rising potential to restrict imports and encourage exports, in order to keep home industries safe and gradually reduce global imbalances.

Each day of the Summer School will cover a specific topic related to the global business in a dynamic environment. Topics will include the following:

- The Global Imperative/Influencing International Stakeholders
- Global Business Research
- Market Entry and Internationalization
- Intercultural influences on Big Data research Corporate Social Responsibility
- Public Policy and Brand Management
- The Triple Helix: Business Policy and Academia: Coping with Corruption, Bribery and the Lack of Soul
- Corrupt practices and remedies
- Policy Influences, and Conflicts
- International Product positioning and segmentation
- Strategic Ambidexterity and its Consequences
- International Marketing
- Leadership and Sustainability in global context

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CB5014 Contract Law and Consumer Protection						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 35
Private study hours: 115
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the English Legal System and its various sources of law.
- Demonstrate knowledge and understanding of the routes to dispute resolution in the English Legal System, including the court system and alternative dispute resolution methods.
- Demonstrate an understanding of the role of contract law in facilitating and regulating the formation of business transactions.
- Demonstrate an understanding of the impact of consumer protection legislation in the UK.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Synthesise information and apply concepts to business situations, paying attention to detail.
- Apply problem-solving skills to analyse and resolve issues that arise in the course of carrying out business.
- Develop an ability to structure, formulate, communicate and defend arguments effectively both orally and in writing.
- Undertake personal responsibility and self-discipline in studying independently.

Method of Assessment

Main assessment methods:

Problem Question- Essay (2,500 words) (40%)
Examination, 2 Hour (60%)

Reassessment method:

Like for Like

Preliminary Reading

Core textbook:

MacIntyre, E. (2018) Business Law. 9th edn. London: Pearson

Recommended reading:

Adams, A. (2018) Law for Business Students. 10th edn. London: Pearson
Poole, J. (2016) Textbook on Contract Law. 13th edn. Oxford: Oxford University Press

Pre-requisites

None

Synopsis *

The law affects the commercial world in many ways. This module focuses on the importance of law in governing transactions between individuals and businesses; what is required for legally compliant contracts; what the law expects of organisations in terms of protecting the consumer, and how businesses manage and avoid disputes. By enabling students to become familiar with those parts of the law they are most likely to encounter in their careers and in business the module helps them better understand the obligations that parties have to each other in law.

Topic areas are:

- The English Legal System
- The Legal Process and Dispute Resolution
- Law of Contract – including:
 - Formation
 - Contract terms
 - Vitiating elements, including misrepresentation and economic duress
 - Performance and discharge of contract, including frustration
 - Breach of contract
 - Common law and equitable remedies, including damages
 - Consumer Protection

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CB5015		Risk Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Develop an understanding of the main financial risks and products.
- Demonstrate critical knowledge and systematic understanding of risk management techniques for various types of financial risks.
- Demonstrate critical knowledge and systematic understanding of the overall context of, the need for, and good practices in risk management in professional financial practice and in business organisations.
- Demonstrate critical knowledge and systematic understanding of risk assessment methodology, specifically risk measurement techniques based on financial and statistical models related to a variety of markets.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Explain and summarize complex concepts in a non-technical manner.
- Think conceptually and critically analyse situations involving uncertainty.
- Approach problems positively using numerical and quantitative approaches.
- Locate, extract, and critically analyse data from different sources.

Method of Assessment

Main assessment methods:

Group Report – 2500 words (30%) and Exam (70%)

Reassessment methods:

100% Examination

Preliminary Reading

Christoffersen, P. F. (2012). Elements of financial risk management, 2e. Oxford: Academic Press.

Hull, J. C. (2018). Risk management and financial institutions, 5e. Hoboken, NJ: Wiley.

Synopsis *

The module covers the principles of risk management and explores the ways in which management of the overall risks could generate value. Students are introduced to recent developments in governance and regulatory systems, industry practices for managing common types of risks, and critical evaluation of these practices.

Topics covered include:

- Introduction to general risk management theory, how and why it generates value
- Taxonomy of Risks
- Introduction to Regulation
- Risk measures
- Risk-Adjusted Performance Measures

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CB5016 Business and Employment Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 34

Private study hours: 116

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the English Legal System and the impact of European Union Law in the UK
- Understand and critically evaluate the legal concepts and principles of law relating to the obligations that can arise between parties in a business relationship.
- Critically apply detailed knowledge and understanding of the legal structure governing business organisations.
- Demonstrate an in depth understanding of the main laws governing the employment of staff.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Synthesise complex information and apply multi-faceted concepts to business situations, paying careful attention to detail.
- Apply enhanced problem-solving skills to analyse and resolve issues that arise in the course of carrying out business.
- Develop an enhanced ability to structure and formulate reasoned and persuasive arguments, and defend a position convincingly
- Carry out independent research to deepen understanding.

Method of Assessment

Main assessment methods:

Researched Problem Question Essay (3,000 words) (40%)

Examination, 2-hour (60%)

Reassessment methods:

100% examination

Preliminary Reading

Core textbook:

MacIntyre, E. (2018) Business Law. 9th edn. London: Pearson

Recommended reading:

Adams, A, Caplan, S and Lockwood, G. (2020) Law for Business Students. 11th edn. London: Pearson

Horsey, K and Rackley, E. (2019) Tort Law. 6th edn. Oxford: Oxford University Press

MacIntyre, E. (2018) Essentials of Business Law. 6th edn. London: Pearson

Roach, L. (2016) Card and James' Business Law. 4th edn. Oxford: Oxford University Press

Wild, C. and Weinstein, S. (2019) Smith and Keenan's Company Law. 18th edn. London: Pearson

Synopsis *

The law affects the commercial world in many ways. This module focuses on how businesses fulfil their legal obligations to customers, suppliers and their workforce. As well as exploring how businesses are structured and the duties on directors and partners it also considers the legal obligations individuals and organisations have over those to whom they have a duty of care. The module further covers the main laws governing the employment of staff and contractors. By applying the law to real-world business situations students are able to fine-tune their problem solving skills, and their ability to construct well-reasoned and persuasive arguments.

Indicative topics are:

The English Legal System, Legal Process, Dispute Resolution and the impact of European Union Law in the UK;

Law of Negligence – including general principles and negligent misstatement;

Law of Business Organisations - classification of business organisations; main principles applying to general and limited liability partnerships and registered companies, and directors' duties;

Employment Law - the general scope of the legal obligations owed by employers to employees, including the employment contract, discrimination and dismissal.

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CB5023		Personal Taxation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 33
Private study hours: 117
Total study hours: 150

Learning Outcomes

- Critically appraise the regulatory, commercial, professional, ethical and social environment within which taxes are levied and tax computations are prepared and used.
- Explain and compute the income tax liabilities of individuals and the effect of national insurance contributions on employees, employers and the self-employed.
- Critically analyse financial data in the context of liability for taxation.
- Analyse the operations of a business from a tax planning perspective.
- Exercise independent and self-managed learning.
- Communicate effectively to a variety of audiences and/or using a variety of methods.
- Critically evaluate arguments and evidence.
- Prepare tax computations.

Method of Assessment

Exam, 2 hours (70%)
In-Course Test (15%)
VLE Test (15%)

Reassessment method: 100% Exam

Preliminary Reading

ACCA (2020) Taxation F6 London: Kaplan Financial Ltd (updated annually with new FA)

Synopsis *

This module is designed to explain the operation and scope of the UK tax system and the obligations of taxpayers and the implications of non-compliance. Areas covered are as follows:

The UK tax system including the overall function and purpose of taxation in a modern economy, different types of taxes, principle sources of revenue law and practice, tax avoidance and tax evasion.

Income tax liabilities including the scope of income tax, income from employment and self-employment, property and investment income, the computation of taxable income and income tax liability the use of exemptions and reliefs in deferring and minimising income tax liabilities.

National insurance contributions including the scope of national insurance, class 1 and 1A contributions for employed persons, class 2 and 4 contributions for self-employed persons.

Introduction to chargeable gains including the scope of taxation of capital gains, the basic principles of computing gains and losses, the computation of capital gains tax payable by individuals and minimising tax liabilities arising on the disposal of capital assets,

Principles of Inheritance Tax and the use of exemptions and reliefs in deferring and minimising inheritance tax liabilities.

The obligations of taxpayers and/or their agents including the systems for self-assessment and the making of returns, the time limits for the submission of information, claims and payment of tax the procedures relating to enquiries, appeals and disputes, penalties for non-compliance.

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CB5024		Business Taxation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 33
Private study hours: 117
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically appraise the regulatory, commercial, professional, ethical and social environment within which taxes are levied and tax computations are prepared and used;
- explain, analyse and compute the corporation tax liabilities of individual companies and groups of companies;
- critically analyse financial data in the context of liability for taxation;
- explain, analyse and compute the effects of value added tax on incorporated and unincorporated businesses;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- exercise independent and self-managed learning;
- communicate effectively to a variety of audiences and/or using a variety of methods
- critically evaluate arguments and evidence.
- prepare advanced tax computations

Method of Assessment

Main assessment methods:

Exam, 2 hours (70%)
In-Course Test (15%)
VLE Test (15%)

Reassessment methods:

Reassessment Instrument: 100% exam

Preliminary Reading

ACCA (2020) Taxation F6 London: Kaplan Financial Ltd (updated annually with new FA)

Synopsis *

This module is designed to explain the operation and scope of the UK tax system and the obligations of business to pay tax and the implications of non-compliance. This is a further development of the personal taxation module taught in an earlier stage. Areas covered are as follows:

The UK tax system including the overall function and purpose of taxation in a modern economy, different types of taxes, principal sources of revenue law and practice, tax avoidance and tax evasion.

Corporation tax liabilities including the scope of corporation tax, profits chargeable to corporation tax, the computation of tax liability, the use of exemptions and reliefs in deferring and minimising corporation tax liabilities

Understand how VAT is accounted for and administered, calculate amount of VAT payable/recoverable, recognise the tax point when goods or services are supplied.

Compute and explain the treatment of chargeable gains within a company, understand the treatment of disposal of shares by companies, explain and apply the pooling provisions.

Explain the PAYE system, how benefits can be payrolled and the purpose of form P11D

The obligations of taxpayers and/or their agents including the systems for self-assessment and the making of returns, the time limits for the submission of information, claims and payment of tax, the procedures relating to enquiries, appeals and disputes, penalties for non-compliance.

CB5032		Project Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Availability

Only available to students studying for the Chartered Manager Degree Apprenticeship.

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Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the importance of project management for efficient organisational performance, organisational development and business management;
- critically analyse and reflect upon different approaches to project management and established bodies of knowledge and best practice;
- evaluate and apply a range of established techniques in the field of project management to the execution of a project;
- understand and identify the knowledge and skills required for successful project management in organisations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate development of analytical skills by linking theoretical perspectives to practical situations;
- select and apply appropriate data and information;
- communicate effectively both orally and in writing using appropriate media for an appropriate audience;
- demonstrate initiative and personal responsibility in working and studying independently;
- produce technical reports

Method of Assessment

Main assessment methods:

Individual Report (3,000 words) (60%)

MCQ 1 test 20%

MCQ 2 test 20%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Core textbook:

Burke, R. (2017) Fundamentals of Project Management, Project Management Series, 2nd edition, Burke Publishing

Maylor, H. (2010). Project Management. London: FT Prentice Hall

Further indicative readings:

Larson, E.W. and Gray, C.F. (2010). Project Management: the managerial process. 5th edn. New York: McGraw-Hill

Jeffery K. (2012). Project Management, Achieving Competitive Advantage. 3rd edn. London: Pearson Education

Mantel, S. J. et al. (2010). Project Management in Practice. 4th edn. New York: John Wiley & Sons

Pre-requisites

None

Restrictions

Only available to students studying for the Chartered Manager Degree Apprenticeship.

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Synopsis *

Project Management aims to provide an understanding of the key concepts and practices within the context of the organisational setting and the wider business and technological environment.

This module aims to develop a critical understanding of project management to enable students to recognise the importance of the discipline in a variety of organisational and functional contexts. Students should develop a critical understanding of the concepts employed in project management at strategic, systems and operational levels, and an appreciation of the knowledge and skills required for successful project management in organisations.

Indicative topics of the module are:

Project life cycles and alternative development paths;

Feasibility studies;

Time management;

Project planning and control techniques, including Gantt charts, CPM;

Resource planning;

Quality Control;

Project communication;

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CB5035		Business Ethics and Sustainable Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study

Contact hours: 20

Workplace hours: 50

Private study: 80

Total = 150 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- analyse the relationship between business and society over time
- understand the key principles of sustainability in business practice and be able to debate the main ethical, economic, social and environmental challenges faced by public, private and not for profit organisations
- compare and contrast different theoretical frameworks and paradigms, and apply to a range of contemporary challenges
- display knowledge of the relationship between ethical and sustainable management and organisational performance, behaviour, reporting and governance
- demonstrate analytical skills needed to develop, implement and assess sustainability frameworks in business practice

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate an ability to manage ethically
- generate solutions and address complex social issues
- communicate effectively to a variety of audiences and/or using a variety of methods.
- present a logical case/argument
- let decision making be informed by analytical developments

Method of Assessment

Main assessment methods:

Individual report (2,000 words) (60%)

Individual reflective assignment 1 (1,000 words) (20%)

Individual reflective assignment 2 (1,000 words) (20%)

Reassessment method: 100% coursework

Preliminary Reading

Crane, A, Matten, D, Glozer, S. and Spence, L. (2019), Business Ethics: Managing corporate citizenship and sustainability in the age of globalization, 5th Edition, Oxford: Oxford University Press

Crane, A., Matten, D. and Spence, L. J. (2013) Corporate Social Responsibility: Readings and Cases in a Global Context. 2nd edn. Routledge: London.

Pre-requisites

None

Synopsis *

Business ethics and sustainability are central to contemporary management and thus this module will explore the following topics:

- History, definitions and timeline of society's view on business ethics and sustainability
- Cross-disciplinary approaches to ethics and sustainability
- Role of globalisation, policy and culture
- Ethics and ethical dilemmas
- Change Management, Values, Governance and Leadership
- Sustainable Business Models
- Social Innovation
- Partnerships and collaboration
- Responsible Supply Chain Management
- Environmental Assessment Frameworks and Sustainable Management in practice
- Sustainable Supply Chain Management
- Innovation and creativity
- The role and responses of Corporations, SMEs, Public and not-for-profit organisations

CB513		Taxation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 65
Private study hours: 235
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically appraise the regulatory, commercial, professional, ethical and social environment within which taxes are levied and tax computations are prepared and used
- critically review aspects of the conceptual (economic, decision-theoretic and behavioural) underpinning to the tax legislation
- critically examine the technical language and practices employed in recognition and measurement of taxable income in the UK
- critically analyse financial data in the context of liability for taxation
- evaluate financial data and prepare tax computations based on financial data
- analyse the operations of a business from a tax planning perspective

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- exercise independent and self-managed learning
- communicate effectively
- critically evaluate arguments and evidence

Method of Assessment

Main assessment methods:

Exam, 3 hours (70%)
In-Course Test A (15%)
In-Course Test B (15%)

Reassessment method:

100% exam

Preliminary Reading

Core Text:

ACCA (2015) Taxation F6 London: Kaplan Financial Ltd (updated annually with new FA)

Boatright, J.R, (2012), Ethics and the Conduct of Business. 7th ed. Harlow: Pearson Education Ltd

Pre-requisites

ACCT5060 or ACCT5240 Financial Accounting II

Restrictions

Available to short-term/exchange students

Synopsis *

A synopsis of the curriculum

The module will aim to cover the following topics:

- The UK tax system including the overall function and purpose of taxation in a modern economy, different types of taxes, principal sources of revenue law and practice, tax avoidance and tax evasion.
- Income tax liabilities including the scope of income tax, income from employment and self-employment, property and investment income, the computation of taxable income and income tax liability, the use of exemptions and reliefs in deferring and minimising income tax liabilities.
- Corporation tax liabilities including the scope of corporation tax, profits chargeable to corporation tax, the computation of corporation tax liability, the use of exemptions and reliefs in deferring and minimising corporation tax liabilities.
- Chargeable gains including the scope of taxation of capital gains, the basic principles of computing gains and losses, gains and losses on the disposal of movable and immovable property, gains and losses on the disposal of shares and securities, the computation of capital gains tax payable by individuals, the use of exemptions and reliefs in deferring and minimising tax liabilities arising on the disposal of capital assets.
- National insurance contributions including the scope of national insurance, class 1 and 1A contributions for employed persons, class 2 and 4 contributions for self-employed persons.
- Value added tax including the scope of VAT, registration requirements, computation of VAT liabilities.
- Inheritance tax and the use of exemptions and reliefs in deferring and minimising inheritance tax liabilities. Introduction to international tax strategy, implementation, compliance and defence. An understanding of principles of normative ethics in business and in taxation from local and global perspectives.
- The obligations of taxpayers and/or their agents including the systems for self-assessment and the making of returns, the time limits for the submission of information, claims and payment of tax, the procedures relating to enquiries, appeals and disputes, penalties for non-compliance.

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CB514		Operations Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

CB520		Service Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 32
Private study hours: 118
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate familiarity with the nature of operations in services and understand how effective service design and delivery can contribute to the organisation's objectives;
- apply a variety of techniques and analysis frameworks used by service managers to help them make decisions;
- understand decision making in services and its application to managing: projects and events, capacity and demand, controlling and improving quality;
- utilise appropriate concepts and models for the analysis and evaluation of service management problems;
- be able to investigate problems, evaluate solutions and present recommendations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate problem solving and decision taking skills;
- demonstrate communication and writing skills;
- work with complex material;
- analyse problems and identify appropriate solutions;
- work and study independently and utilise resources effectively;
- demonstrate self-management skills.

Method of Assessment

Main assessment methods:
Online MCQ Test 1 (10%)
Online MCQ Test 2 (20%)
Examination, 2 hours (70%)

Reassessment method:
100% exam

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Preliminary Reading

Fitzsimmons, JA. and Fitzsimmons MJ., (2018). Service Management: Operations, Strategy, Information Technology, latest/ 9th Edition, McGraw-Hill.

Garner, RA. and Garner CW., (2014). The Service Consultant: Principles of Service Management and Ownership, 2nd edition, Cengage Learning.

Haksever, C. and Render, B. (2018). Service and Operations Management, Word Scientific Books

Johnston, R. ,Clark, G. and Shulver, M , (2012). Service Operations Management: Improving Service Delivery, 4th edition, FT Prentice Hall.

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis *

Students will be expected to develop the ability to use appropriate techniques of analysis and enquiry within Operations and Service Management and to learn how to evaluate the alternatives and make recommendations. Topics include:

- The nature of services and service strategy
- Service development and technology
- Service quality and the service encounter
- Project/Event management and control
- Managing capacity and demand in services
- Managing inventories

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CB542 Business/Management Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Canterbury	Whole Year	H	30 (15)	85% Project, 15% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Project	
1	Medway	Whole Year	H	30 (15)	85% Project, 15% Coursework	
2	Canterbury	Whole Year	H	30 (15)	100% Project	
2	Medway	Whole Year	H	30 (15)	100% Project	

Contact Hours

Total contact hours: 20
 Private study hours: 280
 Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify an appropriate Business topic on which to write the report;
- identify and systematically apply appropriate tools and techniques to support the report;
- produce a report in the required format that integrates and communicates in-depth knowledge gained from the relevant programmes;
- demonstrate a comprehensive understanding of and competency in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- identify, find, record, organise and manipulate and communicate complex knowledge relevant to the development and management of organisations;
- demonstrate an in-depth competence in time and project management;
- demonstrate enhanced transferable skills in relation to independent learning.

Method of Assessment

Progress Report (5%)
 Presentation (10%)
 Project (8000-12000 words) (85%)

Reassessment Instrument: 100% project

Preliminary Reading

Davies, M.B., (2007), *Doing a Successful Student Research Project using Qualitative or Quantitative Methods*, Basingstoke, Palgrave Macmillan.
 Easterby-Smith, M. et al., (2008), *Management Research*, Sage London.
 Kumar, R., (2005, 2011), *Research Methodology, A Step-by-step Guide for Beginners*, Sage London.
 Wilson, J., (2010), *Essentials of Business Research*, Sage London.

Restrictions

May NOT be taken with any 30 credit project module. Students must obtain an overall average of 55% or more in Stage 2 to take this module in Stage 3.

Synopsis <span style =

A synopsis of the curriculum

- Introduction to Business/Management Projects
- Research Methodologies
- Literature search and Literature Review
- Data collection and questionnaire
- Structuring a Project Report
- Data Analysis
- Presentations

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CB544		International Marketing				
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)	100% Project	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

Intended Subject Specific Learning Outcomes:

On successfully completing the module students will be able to:

- demonstrate a systematic awareness and critical application of the key concepts, theories and issues in international marketing;
- demonstrate a conceptual understanding of the role of international marketing in the firm and the global business environment;
- understand how to research and analyse the environment in a foreign market at both the micro and macro levels;
- identify and consider appropriate market entry strategies for different international markets;
- critically evaluate and interpret information and data sources to select a country for market entry, based on a "real company" brief;
- evaluate market entry modes and marketing strategies;

Generic Learning Outcomes:

On successfully completing the module students will be able to:

- critically assess and evaluate the relevance of international marketing theory within a range of contexts;
- demonstrate analytical skills by linking theoretical perspectives to contemporary organisational situations;
- articulate complex arguments;
- communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods

Online MCQ Test(s) (20%)

Group Presentation (20%)

Individual Report (3000-4000words) (60%)

Reassessment methods

100% coursework

Preliminary Reading

Ghauri, P.N and Cateora, P. (2010) International Marketing, Third Edition, New York: McGraw Hill.

Hollensen, S., (2010) Global Marketing: A decision-orientated approach, Fifth Edition, London: Financial Times, Prentice Hall

Keegan, W.J. and Green, M.C. (2013), Global Marketing, Seventh (Global) Edition, London: Pearson

Pre-requisites

BUSN3700 Introduction to Marketing

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module will introduce students to the key concepts, theories and issues involved in international marketing. In doing so it will enable students to understand how to identify and evaluate opportunities in international markets and assess the different market entry modes available to companies. In addition students will consider the need to adapt marketing mix elements for different international markets. Indicative topics of study are as follows:

- Introduction to international marketing: Definitions, theories, approaches and motives.
- International Marketing Research
- Assessing international markets: The political and economic environment
- Assessing international markets: The Sociocultural environment
- Theories and frameworks for International market evaluation and selection
- Market entry modes: export, intermediate and hierarchical
- International marketing plans and strategy: Segmentation, targeting and positioning
- Designing the global marketing mix: Product, pricing, communication and distribution decisions

CB545		Marketing Research				
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)	100% Project	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate an in-depth understanding of the key concepts, theories and issues faced in marketing research;
- understand the market research process and be able to apply this knowledge to the design and implement a market research plan;
- demonstrate a systematic understanding of how to collect primary data using both qualitative and quantitative methods;
- demonstrate the ability to collect, analyse and interpret both qualitative and quantitative data relevant to a practical company brief;
- interpret complex data to justify decisions and make recommendations for a practical company brief;
- critically reflect on how theory was, or should have been used, to inform the practical decisions taken in conducting the marketing research.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- apply complex theories and concepts in marketing research to practical situations;
- collect and systematically interpret appropriate data and information;
- demonstrate research, analytical, evaluative and critical thinking skills;
- demonstrate initiative and personal responsibility in working and studying independently;
- communicate effectively to a variety of audiences and/or using a variety of methods
- work with others to develop interpersonal and team-working skills.

Method of Assessment

Main assessment methods:
Group Presentation (20%)
Report (4000-5000 words) (70%)
MCQ online Test (10%)

Reassessment method:
100% coursework

Preliminary Reading

McDaniel and Gates, (2010), Marketing Research Essentials, 7th Edition, Chichester: John Wiley and Sons

Malhotra, N and Birks, D (2007), Marketing Research: An Applied Approach, Third Edition, London: FT Prentice Hall

Proctor, T, (2005) Essentials of Marketing Research, Fourth Edition, London: FT Prentice Hall.

Pre-requisites

BUSN3700 Introduction to Marketing

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Restrictions

Available to short-term/exchange students

Synopsis *

This module aims to provide students with understanding and experience of the theory and practice of marketing research. During the module students design and implement a marketing research plan, design a questionnaire, collect and analyse data, prepare an oral presentation and write a marketing research report.

The main topics of study are as follows:

- Introduction to marketing research: Defining and designing marketing research projects
- Understanding data: Secondary data and databases
- Primary data collection techniques.
- Questionnaire design
- Measurement and measurement scales and error.
- Sampling and sample design and error
- Entering and coding data with SPSS
- Data analysis techniques
- Communicating the results of marketing research.

CB546		Marketing Communications				
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	
1	Canterbury	Spring	H	15 (7.5)	100% Project	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic understanding of marketing communications theories and concepts;
- deploy techniques to advertise new product to the market, based on a case study;
- write a Marketing Communications Plan integrating the advertisement into a comprehensive new-product launch campaign;
- integrate the theory-based marketing decisions with budget management, operational planning, group management and decision-making;
- critically evaluate marketing communications tools;
- apply the theory to develop analytical and decision-making skills in marketing communications applications.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-management skills
- exercise personal responsibility and decision-making
- work with others including people from different culture backgrounds
- work in interdisciplinary areas
- identify, analyse, and address both academic and practical problems
- communicate effectively through oral and written presentations

Method of Assessment

Main assessment methods:

Presentation (20%)

Essay (4,500 - 5000 words) (80%)

Reassessment method:

100% coursework

Preliminary Reading

Fill, C. (2013) Marketing Communications: brands, experiences and participation, 6th ed., London: FT Prentice Hall.

Dahlén, M., Lange, F. and Smith T. (2010) Marketing communications: a brand narrative approach, Chichester: Wiley

Pickton, D. and Broderick, A. (2005) Integrated Marketing Communications, 2nd ed. London: Prentice Hall.

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Pre-requisites

BUSN3700 Introduction to Marketing

Restrictions

BSc Marketing & associated programmes; BBA & associated programmes

Available to short-term/exchange students

Synopsis *

The module will provide students with the tools of marketing communications. Specifically students taking this module will be able to evaluate strengths and weakness of marketing communications channels. Over the course of a term the module will provide students with an understanding of the principles, methods and strategies of marketing communications. The main tools of marketing communications will be discussed as well as their suitability and effectiveness:

Topics may cover:

- The communications process
- Advertising
- Strategy and media planning
- Image, brand management and packaging
- Direct marketing
- Digital and interactive media
- Sales promotion, merchandising and point of sale
- Public relations and corporate identity
- Exhibitions, trade shows, product placement and sponsorship
- Personal selling

CB554 Introduction to Big Data						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

CB561 Business Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

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CB572 International Trade and Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 22
 Private study hours: 128
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge of the core principles of macroeconomics and a critical understanding of their development, including an appreciation of competing theoretical perspectives.
- Evaluate the effect of the prevailing trade environment on international business decisions, behaviour and performance and offer critical interpretation on how competing theories may interpret the outcomes differently.
- Demonstrate knowledge and critical understanding of international finance, currency markets and implications on international trade.
- Evaluate the impact of global and national policy changes on cross border trade and international business decisions.
- Demonstrate knowledge and critical understanding of the economic global context facing businesses.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- select, organise and synthesise complex information
- draw on concepts, theories and frameworks to construct complex arguments
- communicate to a variety of audiences using a variety of methods
- discuss and debate ideas from an informed perspective thereby contributing to (organisational) decision-making
- propose solutions to problems based on analysis and discussion/debate

Method of Assessment

Main assessment methods

- In class test (20%)
- 2 hour, end of year examination (80%)

Reassessment methods

- 100% examination.

Preliminary Reading

Essential:

- Krugman, P. and Obstfelds, M. International Economics, 9th Edition, Pearson.
- Hendrik van den Berg, International Finance and Open Economy Macroeconomics, World Scientific 2010.

Recommended:

- Ebook: Principles of Economics, OpenStax: <https://opentextbc.ca/principlesofeconomics/>
- Anders Grath: The Handbook of International Trade and Finance, 4th Edition, Kogan Page 2016.
- Additional topic specific material will be supplied during lectures and seminars.

Pre-requisites

ECON3130 (EC313): Microeconomics for Business (pre-requisite)

Synopsis *

We expect to cover the following topics in the module. These are not mapped to specific lectures, but are broad topics to be covered over the entire module in the given order.

- Introduction to the Macroeconomic perspective: Income, Inflation and Unemployment in a closed economy framework, overview of fiscal and monetary policy frameworks
- International Trade, Comparative and Absolute Advantages: Inter-country trade in the era of globalization, gains from trade, Hecksher-Ohlin framework
- Impact of Trade on Domestic Economy: The political economy of trade, instruments of trade policy, location of production, protectionism, dumping and other controversies
- The Open Economy, Exchange rates and International Capital Flows: Currency in open macro economy, currency markets and exchange rates, relation to interest rates
- Exchange rate management and its impact on economic fundamentals: price levels, output, stabilization policies
- International Monetary Regimes: Policy goals, trade balance, historical evolution to current standards, and moving forward
- Currency areas and the European Experience: Monetary unions, benefits and costs, optimum integration
- Globalization vs Protectionism and contemporary issues: Financial globalization and crisis, rise of protectionism and its implications, impact of international trade on the developing economy, regional versus global trade.

CB587 Digital Marketing Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the threats, security and other, posed by digital marketing
- demonstrate both knowledge and understanding of how the Internet and other platforms (e.g. mobile) support digital marketing
- apply underlying business and marketing concepts to understand the relationship between digital marketing strategy and the wider organisation
- critically evaluate how digital marketing strategy differs across business sectors
- critically assess the key issues in the development and implementation of digital marketing strategy
- demonstrate a critical appreciation of the importance, and limitations, of business models in digital marketing strategy

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan, work and study independently using relevant resources
- organise and present analysis as a considered viewpoint
- find, select, organise and synthesise complex information
- contribute effectively to organisational decision-making
- prepare for a career involving digital marketing
- work in interdisciplinary areas

Method of Assessment

Main assessment methods:

- VLE Test (20%)
- Individual Report – 1000 words (20%)
- 2 hour exam (60%)

Reassessment method:

100% exam

Preliminary Reading

Chaffey D., Mayer D., Johnston K and Ellis-Chadwick F. (2012) Digital Marketing: Strategy, Implementation and Practice 5th Edition, London: Financial Times Prentice Hall.

Chaffey, D., Smith, P. (2008) eMarketing eXcellence. Planning and optimizing your digital marketing. San Diego: Butterworth Heinemann,.

Reynolds, J. (2012) E-Business – A Management Perspective, Oxford: Oxford University Press,

Zott, C and Amit, R. (2010) 'Business Model Design: An Activity System Perspective'. Long Range Planning, 43 (2-3). pp. 216-226.

Bailey, J.P., and Bakos, J.Y. (1997) 'An Exploratory Study of the Emerging Role of Electronic Intermediaries'. International Journal of Electronic Commerce 1 (3). pp. 7-20.

Furnell, S. (2007) 'Making security usable: Are things improving?', Computers and Security, 26(6), pp. 434-443

Pre-requisites

BUSN3700 Introduction to Marketing

Restrictions

Available to short-term/exchange students

Synopsis *

This module aims to develop a critical understanding of the role of digital marketing in modern organisations. The module considers what digital marketing strategy means looking at a range of examples across business sectors. Core areas are looked at including the technologies which make digital marketing possible, the relationship between digital marketing strategies and the wider organisation, the key issues in the development and implementation of digital marketing strategies and the threats, security and other, posed by digital marketing.

Some topics are:

Enabling technologies for e-commerce: The Digital Marketing Environment, Digital Marketing Strategy; The Internet and the World Wide Web; Mobile platforms; Dot com and multi-channel; Social Media and Web 2.0; Database and data warehouses; Web site design and management; Marketplaces; B2B Digital Marketing; Business Models and Innovation.

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CB6001		Fixed Income Markets and Instruments				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 33
Private study hours: 117
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of the operations in money and bond markets and appraise the more recent developments in these markets.
- Critically assess the similarities and differences among key debt instruments and examine the risks associated with each category of bond investments
- Critically review the underlying theories of interest rate term structure
- Apply the appropriate methods and techniques to value bond instruments.
- Structure and manage a diversified fixed -income portfolio.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate arguments and evidence
- Analyse conceptual problems and solve problems relating to quantitative information
- Make competent use of information technology skills
- Exercise independent, self-managed study of research materials

Method of Assessment

Main assessment methods
Exam, 2 hours (70%)
Individual essay (1500 words) (30%)

Reassessment method:
100% Exam

Preliminary Reading

Arnold, G. (2015). FT Guide to Bond and Money Markets, London: FT Publishing International.

Fabozzi, F. (2013) Bond Markets, Analysis and Strategies, 8th Edition. London: Prentice Hall

Fabozzi, F. (2007). Fixed Income Analysis, 2007, 2nd Edition. London: CFA Institute

Martellini, L. et al. (2003). Fixed-income Securities: Valuation, Risk Management and Portfolio Strategies, Chichester: Wiley and Sons.

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis >*

This module will cover the following topics:

- Features of debt instruments and risks associated with investing in these instruments
- Debt and money markets (participants, operations, trading activities)
- Fixed-income instruments (Government bonds, corporate bonds, credit ratings, high-yield bonds, international bonds, mortgage-backed securities, etc.)
- Money market instruments (Treasury bills, commercial paper, repurchase agreements, bills of exchange, etc.)
- Fixed-income valuation (traditional approach, arbitrage-free approach, yield measures, volatility measures)
- Term-structure of interest rates and classic theories of term structure, derivation of zero-coupon yield curve
- General principles of credit analysis (credit scoring, credit risk modelling, etc.)
- Fixed-income portfolio construction and management strategies (portfolio's risk profile, managing funds against a bond market index).

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CB6002		Finance with Excel				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 34
 Private study hours: 116
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate systematic understanding of key aspects of the use of Excel to solve financial problems
- demonstrate their ability in calculation and manipulation and capability to deploy accurately established approaches to analyse and solve problems in the following financial areas: Basic financial calculations, Monte Carlo simulation, Bond valuation, Derivative modelling and portfolio analysis
- Systematically apply key aspects of Excel for finance in well-defined contexts, showing judgement in the selection and application of tools and techniques
- demonstrate conceptual understanding of the advantages and disadvantages of financial approaches in project and asset valuation and in portfolio analysis

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- make competent use of information technology skills and demonstrate an increased level of skill in numeracy and computation
- manage their time and use their organisational skills to plan and implement efficient and effective modes of working
- communicate straightforward arguments and conclusions reasonably accurately and clearly

Method of Assessment

Main assessment methods

Individual Report - 1000 words (30%)
 Individual Excel Based Report 2 (70%)

Reassessment methods

100% coursework

Preliminary Reading

Benninga, S. (2008) Financial Modelling, 3rd edition. Cambridge, Mass.: MIT Press.

Benninga, S. (2010) Principles of Finance with Excel. Oxford: Oxford University Press.

Holden, C.W. (2012) Excel Modelling in Investments. 4th edition, London: Pearson.

Jackson, M. and M. Staunton (2001) Advanced Modelling in Finance using Excel and VBA. Chichester: Wiley.

Pre-requisites

CB6001 Fixed Income Markets and Instruments

Restrictions

Available to short-term/exchange students

Synopsis *

This module will examine how Excel can be used for financial data analysis.

A brief revision of each financial concept will be presented. The syllabus will typically cover:

Introduction to Excel:

- Basic functions, mathematical expressions

Data Analysis with Excel:

- Data analysis, charts, solver, goal seek, pivot tables and pivot charts

Financial Valuation:

- Applications of time value of money
- Applications of capital budgeting techniques in Excel (IRR, NPV, Scenario Analysis, Monte Carlo simulation)
- Company Valuation Models

Portfolio Analysis and Security Pricing:

- Portfolio models, calculations of efficient portfolios, variance-covariance matrix
- Beta coefficient estimations and security market line
- Bond Valuations
- Binomial option pricing, Black-Scholes model.

CB6003		Leadership and Management Development				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

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Contact Hours

Lectures 11
Seminars 10
Independent study 129
Total hours 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- review the nature of managerial work from a strategic and operational perspective
- critically analyse the effectiveness of theories relating to leadership in a variety of organisational contexts
- examine the cross-cultural challenges of leadership and management in an international context
- critically review issues relating to managerial career development barriers and enablers
- reflect on personal development in relation to skills required for managerial career success

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- think critically and analytically
- design and conduct research effectively
- effectively manage their own learning and personal development
- communicate effectively in written, visual and aural modes both in interpersonal and group contexts
- work effectively and sensitively in a multi-cultural work environment

Method of Assessment

Main assessment methods:

Individual Report (1500 words) (40%)
Individual Extended Essay (3000 words) (60%)

Reassessment method:

100% coursework

Preliminary Reading

- Buelens, M. et al (2011), Organisational Behaviour, 4th ed. Maidenhead: McGraw Hill
- Caproni, P.J. (2005), Management Skills for Everyday Life: The Practical Coach, Harlow: Pearson/Prentice Hall
- Gray, R (2004), How People Work. A Field Guide to People and Performance, Harlow: Pearson/Prentice Hall
- Marchington, M. and Wilkinson, A. (2008) Human Resource Management at Work: People management and development, London: CIPD
- Pucik, V., et al., (2008), People Strategies for Global Firms, Abingdon: Routledge
- Purcell, J. et al., (2009), People Management & Performance, Abingdon: Routledge
- Stone, D. and Stone-Romero, E. (2007), The Influence of Culture on Human Resource Management Processes and Practices, Abingdon: Routledge
- Rayner, C & Adam-Smith (2005) Managing & Leading People. London: CIPD
- Yukl, G. (2010), Leadership in Organizations, Harlow: Pearson

Pre-requisites

CB5011 - Human Resource Management

Synopsis *

The module aims to develop critical appreciation of the management activities and leadership skills required in dynamic organisations operating in both national and international contexts. Current theory and research on the role which appropriate leadership behaviours can play in improving managerial and organisational effectiveness is explored. In addition a core feature of the module is student engagement in a range of individual and group development activities and their subsequent self-reflection on their progress and ongoing development needs. In doing so the module aims to develop self-awareness and emotional intelligence in the practice of management, as well as promoting the importance of personal strategies relating to career management, and individual leadership behaviour.

Areas to be covered will include:

- Review of Management Activities and Roles: Planning and decision making, organising and resourcing, controlling and accountability including performance management responsibilities.
- Leadership v Management: Consideration of the differences in these roles within organisations.
- Development of Leadership Theories: From transactional to ethical, authentic and transformational leadership approaches and models of 'leaderful' practice.
- Strategic leadership: Business values, organisational culture(s) and business ethics.
- Leadership in Different Cultures: International perspectives on leadership behaviour and effectiveness; communicating across cultures.
- Managing Self: Self-concept; impression management, networking; organisational power and politics; career development strategies.
- Managing & Influencing Others: Emotional intelligence, assertiveness, ethical power and influence strategies, delegation, empowerment and trust.
- Managing & Leading Teams: Creating high performance teams; team roles; stages of group formation/team life cycle; team building.

CB6004 Employee Performance Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Lectures/seminars: 21 hours
Private study: 129 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 evaluate frameworks and models relevant to performance management
- 2 critique performance management processes
- 3 critically analyse a range of approaches to obtain effective employee and organisational performance
- 4 analyse strategies for managing problems of employee under-performance

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 demonstrate confidence in identifying and defining complex problems
- 2 engage effectively in both oral and written communication activities
- 3 effectively work independently and within groups
- 4 select and manage information using appropriate research skills
- 5 demonstrate critical thinking through reflection

Method of Assessment

100% coursework:
Group presentation (20%)
Individual reflective report - 500 words (10%)
Individual essay - 3000 words (70%)

Preliminary Reading

Aguinis H (2008) Performance Management, 2nd Ed., New Jersey, USA: Prentice Hall,
Armstrong, M & Baron, A. (2005) Managing Performance: Performance Management in Action, London: CIPD
Bach, S (ed.) (2005), Managing Human Resources, 4th Ed., Oxford: Blackwell
Houldsworth, E & Dilum, J (2007), Managing and Measuring Employee Performance, London: Kogan Page
Leopold, J & Harris, L (2009). The Strategic Managing of Human Resources, London: Pearson
Perkins, S. J., White, G., & Jones, S. (2016). Reward Management: Alternatives, Consequences and Context. 3rd Edn. London: CIPD.
Shields, J., et al. (2015). Managing Employee Performance and Reward: Concepts, Practices, Strategies. 2nd Edn. Cambridge: Cambridge University Press.
Taylor, S (2008), People Resourcing, 4th Ed, London: CIPD
Thorpe, R and Holloway, J.U. (eds), (2008), Performance Management: Multi-disciplinary Perspectives, New York: Palgrave MacMillan
Varma, A et al, (2008), Performance Management Systems: A Global Perspective, Abingdon: Routledge
Watkins, R and Leigh, D (2010), Handbook of improving Performance in the Workplace, Volumes 1-3, San Francisco: John Wiley & Sons

Pre-requisites

CB5011 Human Resource Management

Synopsis *

This module focusses on performance management activities undertaken by both line managers and functional HR managers in organisations in a variety of contexts (such as private, public and voluntary sector) and geographical settings (domestic and international). The aim of the module is to analyse organisational processes and practices pertaining to the optimisation of employee performance and managing related aspects of the employment relationship. Underpinning theories/principles related to this module arise mainly from psychology and organisational behaviour origins, and will include critiques from a variety of appropriate perspectives such as ethical, unitarist, pluralist, and labour process perspectives. A key aspect of the module is to develop students' conceptual and practical skills in managing employee performance.

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CB6005		International Business: Theoretical Insights				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Private Study: 127
Contact Hours: 23
Total:150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Evaluate key theories explaining the core issues in international business
- Apply key theories in understanding historical and contemporary issues in international business to practice
- Evaluate alternative explanations for core phenomena in international business
- Analyse why firms engage in international operations from a theoretical perspective
- Analyse the growth and decline of multinational operations over time, accounting for the role of the environment
- Evaluate key studies in international business and understand the gaps in the international business literature

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Present a logical case/argument
- Plan work, study independently and use relevant resources
- Structure and develop appropriate and effective communications, critically and self-critically.
- Receive and use criticism and advice so as to learn from others
- Produce work in appropriate formats, demonstrating an understanding of academic conventions
- Inform decision making by theoretical developments
- Conduct a rigorous literature review in the field of International Business

Method of Assessment

Main assessment:
Literature review – 3000 words (40%)
Examination, 2 hours (60%)

Reassessment method:
100% Exam

Preliminary Reading

Pre-requisites

Prerequisite BUSN3430

Restrictions

Available to short-term/exchange students

Synopsis *

This module provides a critical introduction to the main theories and debates in International Business and uses these theoretical lenses to explain core phenomena in international business.

- Explaining international economic transactions (trade theories, national competitiveness)
- Explaining the existence of MNEs (internalisation theory, eclectic theory, monopolistic advantages)
- Explaining the coevolution of environment and MNEs (institutional theory, resource dependence theory, evolutionary theory, investment development path, product life cycle theory)
- Explaining the growth and decline of MNEs (stages model, market entry/expansion modes)

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CB6006		Business and Employment Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 33
Private study hours: 117
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the English Legal System and the impact of European Union Law in the UK
- Understand and critically evaluate the legal concepts and principles of law relating to the obligations that can arise between parties in a business relationship.
- Apply detailed knowledge and understanding of the legal structure governing business organisations.
- Demonstrate an in-depth understanding of the main laws governing the employment of staff.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Synthesise complex information and apply multi-faceted concepts to business situations, paying careful attention to detail.
- Apply enhanced problem-solving skills to analyse and resolve issues that arise in the course of carrying out business.
- Develop an enhanced ability to structure and formulate reasoned and persuasive arguments, and defend a position effectively both orally and in writing.
- Carry out independent research to deepen understanding.

Method of Assessment

Main assessment methods:
Research Topic Essay (2,500 words) (40%)
Examination, 2 hours (60%)

Reassessment method:
Like-for-like

Preliminary Reading

Core textbook:
MacIntyre, E. (2018) Business Law. 9th edn. London: Pearson

Recommended reading:

Adams, A. (2018) Law for Business Students. 10th edn. London: Pearson
Horsey, K and Rackley, E. (2017) Tort Law. 5th edn. Oxford: Oxford University Press
Wild, C. and Weinstein, S. (2019) Smith and Keenan's Company Law. 18th edn. London: Pearson
Roach, L. (2016) Card and James' Business Law. 4th edn. Oxford: Oxford University Press

Pre-requisites

None

Restrictions

This module is not open to single or joint honours Law students

Synopsis *

The law affects the commercial world in many ways. This module focuses on how businesses fulfil their legal obligations to customers, suppliers and their workforce. As well as exploring how businesses are structured and the duties on directors and partners it also considers the legal obligations individuals and organisations have over those to whom they have a duty of care. The module further covers the main laws governing the employment of staff and contractors. By applying the law to real-world business situations students are able to fine-tune their problem solving skills and their ability to construct well-reasoned and persuasive arguments.

Indicative topics are:

- The English Legal System, Legal Process, Dispute Resolution and the impact of European Union Law in the UK;
- Law of Negligence – including general principles and negligent mis-statement
- Law of Business Organisations - classification of business organisations; main principles applying to general and limited liability partnerships and registered companies, and directors' duties
- Employment Law - the general scope of the legal obligations owed by employers to employees, including the employment contract, discrimination and dismissal

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CB6007		People Analytics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 128
 Contact Hours: 22
 Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic knowledge and understanding of core concepts and analytical frameworks in HR analytics with the aim to influence and shape people and business strategy by aiding strategic decision making.
- Develop an accurate understanding of methods of statistical inference required to analyse people data.
- Critically identify links between HR analytics and drivers of sustainable organisational performance.
- Critically apply relevant knowledge, skills and creativity in analysing HR data to improve the efficiency and effectiveness of HR processes.
- Demonstrate a practical understanding of model building and problem-solving techniques to support ethical and responsible HR policies using specialised software.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate enhanced analytical skills by linking quantitative techniques to people management processes/data
- Analyse as well as synthesize complex data to facilitate decision-making
- Critically evaluate current practices using big data and artificial intelligence in the context of company management
- Demonstrate an ability to communicate effectively to a variety of audiences and/or using a variety of methods

Method of Assessment

Main assessment methods:

- Individual presentation – 5-10 minutes (20%)
- VLE Test – (20%)
- 3000 word individual report (60%)

Reassessment methods:

- 100% coursework

Pre-requisites

- BUSN3130 Introduction to Statistics for Business
- BUSN5011 Human Resource Management

Synopsis *

The module will focus on practical applications of analytical methods in the context of HR processes. Participants will acquire an understanding of quantitative methods important for prediction and evaluation. Statistical techniques will be applied to analyse a range of employee characteristics and HR processes in view of their optimisation and contribution to employee well-being and firm performance.

Indicative topics of study are:

- Introduction to People Analytics
- HR Systems, Data Databases and their usage
- Statistical methods for prediction and evaluation
- Analytics for diversity management
- Analytics for employee attitudes and perceptions
- Analytics for managing employee turnover and performance
- Analytics for managing recruitment and selection
- Analytics for training, learning and development
- Critical People Analytics – data privacy, transparency, security and ethics

CB6010		Entrepreneurship				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22
 Independent study hours: 128
 Total study hours: 150

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Learning Outcomes

The intended subject specific learning outcomes:

- demonstrate a systematic understanding of the pathways for becoming an entrepreneur in a wide array of settings including large organisation, start-ups, universities, government, intermediaries and society.
- critically evaluate – by making use of scholarly reviews and primary sources – the processes and organisational forms involved in co-creating value to solve complex challenges in collaboration with different types of entrepreneurs.
- deploy accurately established knowledge and techniques of analysis and enquiry to manage innovation entrepreneurially in a knowledge based economy.
- develop an entrepreneurial mind-set by understanding and applying key debates in the areas of entrepreneurial opportunity, motivation, marketing and finance.
- demonstrate an understanding of the processes and challenges in creating and gaining support for innovative ventures and apply relevant models and theories to maximise success of these ventures.

The intended generic learning outcomes:

- work in interdisciplinary areas relating theories from different subjects.
- self-manage their learning.
- communicate effectively and convincingly using appropriate channels
- apply numeracy and IT skills appropriately.

Method of Assessment

Main assessment methods:

Individual Essay (1500 words) (30%)

Work-based project report (2000 words) (60%)

Individual Presentation (10%)

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Burns, P. (2016) *Entrepreneurship and small businesses*. Palgrave MacMillan

Carnevale, J. B., Javadian, G., Ormiston, J., Uy, M. A., & Zhan, S. (2020). Emotions and Entrepreneurship: The Road Traveled, Boundary Conditions, and New Approaches. In *Academy of Management Proceedings* (Vol. 2020, No. 1, p. 17464). Briarcliff Manor, NY 10510: Academy of Management.

Dalglish, C. and Tonelli, M. (2017) *Entrepreneurship at the bottom of the pyramid*. Routledge

Herev, G. (2015) *Winning at Intrapreneurship: 12 Labors to Overcome Corporate Culture and Achieve Startup*. G3point0 Consulting

Osterwalder A. and Pigneur Y. (2010) *Business Model Generation*. Hoboken: John Wiley and Sons

Redlich, T, Moritz, M, Wulfsberg, J. P. (2019) *Co-Creation. Reshaping Business and Society in the Era of Bottom-up Economics*. Springer International Publishing

Radjou, N. Prabhu, J.C. Ahuja, S. (2012) *Jugaad innovation: think frugal, be flexible, generate breakthrough growth*.

Pre-requisites

None

Synopsis *

This module facilitates the development of an entrepreneurial mind-set and equips students with necessary cutting-edge knowledge and skills vital for generating value in a knowledge based economy. The module provides students with an opportunity to evaluate problems, including those of existing organisations, and offer competitive solutions.

The curriculum will include the following areas of study:

- Broader application of entrepreneurship
- Co-creation as a new form of generating value in an innovation ecosystem.
- Managing innovation entrepreneurially
- Entrepreneurial opportunity
- Entrepreneurship/Corporate entrepreneurship
- Small businesses and their relevance to economies.
- Creativity and entrepreneurship
- Entrepreneurial Motivation
- Entrepreneurial Marketing

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CB6011 Contemporary Management Challenges						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate advanced theories of management;
- critically evaluate contemporary management practices and organisation structures;
- critically assess managerial responses to contemporary organisational challenges
- critically assess the relevance of critical management studies to our knowledge of management and organisations;
- critically evaluate the dynamics of power and identity as they shape the experiences of managers in contemporary organizations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- critically assess and evaluate the impact of contemporary problems like sustainability on management and organisations;
- demonstrate developed analytical skills by connecting advanced theories of management to contemporary management situations and concerns;
- demonstrate enhanced ability to write coherently and critically;
- demonstrate enhanced ability to draw on social science concepts and theories and to articulate complex arguments;

Method of Assessment

Main assessment methods:

Examination, 2 hours 60%
Essay 1 (1000 words) 20%
Essay 2 (1000 words) 20%

Reassessment methods:

100% exam

Preliminary Reading

Hancock, P and Spicer A (eds.) 2009 Understanding Corporate Life. London: Sage

Dyer, S., Humphries, M., Fitzgibbons, D. and Hurd, F. (2014) Understanding Management Critically: A Student Text. London: Sage

Pre-requisites

BUSN3800 (CB380) Introduction to Management

Synopsis *

This module will explore more advanced management and organisational theory to facilitate students' examination of the challenges that face managers in contemporary organizations. As well as considering these challenges from a mainstream managerial perspective, the module will also draw on the perspective of critical management studies as a means of providing an alternative viewpoint on contemporary management issues. Indicative topic areas may include:

- Identity in organizations and how the construction and performance of it requires managers to cope with existential challenges around anxiety and freedom
- The uses and abuses of managerial power and the inequality and security that comes with it
- Neoliberal capitalism and its various consequences for organizational life
- Pressures to make organizations more sustainable, socially responsible, equal, diverse and fair
- Organizational cultures based on entrepreneurialism
- The performance of gender in organizations
- New organizational forms and their emphasis on speed
- The intensification of control of bodies, space and time in contemporary organizations

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CB6012 Corporate and Business Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 22

Private study/work based experience: 128

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the implications of different organisational and environmental contexts for the successful implementation of strategy
- use an extended range of tools and frameworks to conduct a full strategic analysis of a real-life organisation/business
- propose a future strategy for the organisation/business and provide an implementation plan
- demonstrate the understanding of the effects of complexity and uncertainty on strategy formation / implementation
- assess alternative theories and incorporate theoretical developments into strategic analysis, thereby linking theory and practice
- work effectively and efficiently to analyse and evaluate pertinent company, business and environmental data

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan and work to a schedule and deliver output in a timely fashion
- select, organise and synthesise complex information from a variety of sources, including academic sources and company data
- draw on concepts, theories and frameworks from a range of contexts to analyse situations, identify problems and formulate solutions
- communicate effectively within an organisational context and contribute to organisational decision-making
- write coherently and effectively / persuasively
- communicate to different audiences using appropriate media and style

Method of Assessment

Main assessment methods:

Literature Review (2,000 words) (40%)

Individual Poster (60%)

Reassessment methods:

100% coursework.

Preliminary Reading

Whittington, R., Regner, P., Angwin, D., Johnson, G. and K. Scholes (2020), *Exploring Strategy*, 12th edition, Harlow: Pearson.

Cummings, S. & Angwin, D. (2015), *Strategy Builder*, Chichester: Wiley

Grant, R. (2019), *Contemporary Strategy Analysis*, 10th edition, Oxford: Blackwell

Macintosh, R. & MacLean, D. (2015). *Strategic Management: Strategists at Work*, London: Palgrave

Bethell, E. & Milsom, C. (2014), *Posters and Presentations*, Basingstoke: Palgrave Macmillan

Pre-requisites

BUSN5034 Strategy Analysis and Tools

Synopsis *

This module will extend students' knowledge and understanding of strategic management and strategic issues. It will introduce a range of contemporary issues associated with the formulation and implementation of corporate and business strategies with an emphasis on identifying and implementing strategic change within the organisation, building dynamic capabilities and developing coherent strategies. Issues might include strategies for a recession, global strategies, knowledge-based strategies, firms and industries, strategies where profit is of secondary (or no) importance. The module will also extend students' theoretical knowledge by presenting contemporary debates and issues in strategic thinking.

Indicative topics include:

- The Environmental Ecosystem to analyse changes in the external environment of an organisation
- Competitive Stance and Blue Ocean Strategy
- Dynamic Capabilities and Transient Advantage
- Strategies in the Face of Failure
- Change Management

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CB6014		Futures and Options Markets				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 32
Private study hours: 118
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate in depth knowledge and understanding of various financial derivative instruments and risk management techniques in the context of International Investment Banking.
- Demonstrate knowledge and understanding of complex concepts and principles under which financial derivative instruments are traded.
- Use subject knowledge to critically analyse the problem and provide a reasoned response to that problem in the context of risk management.
- Compare and contrast complex risk management strategies and prepare appropriate payoff diagrams to reflect various trading strategies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Apply numeracy skills to solve complex numerical problems.
- Develop and define complex argument and provide critical insights on the use of financial instruments and risk management.
- Read and critically summarise transactions and economic events related to financial management and derivative securities.
- Use information technology to acquire, systematically analyse, and communicate effectively.

Method of Assessment

Main assessment methods:

Examination – 2 hour closed book (70%)
VLE test 1 (15%)
VLE test 2 (15%)

Reassessment methods:

100% Exam

Preliminary Reading

Hull, J. (2017) Fundamentals of futures and options markets. Eighth edition, Global edition. Boston: Pearson.

Supplementary reading:

- Dubofsky, D. A. and Miller, T. W. (2003) Derivatives: valuation and risk management. New York: Oxford University Press.
- Brealey, R. A., Myers, S. C., Allen, F., & Mohanty, P. (2018). Principles of Corporate Finance, 12/e (Vol. 12). McGraw-Hill Education.
- McDonald, R. L. (2009) Fundamentals of derivatives markets. International edition. Boston, Mass: Pearson Addison-Wesley.
- Brooks, C. (2019). Introductory econometrics for finance. Cambridge university press

Pre-requisites

AC 523 – Principles of Finance, Co-requisite: None

Synopsis *

This module is concerned with International Investment Banks' products and strategies that involve the description and analyses of the characteristics of more commonly used financial derivative instruments such as forward and future contracts, swaps, and options involving commodities, interest, and equities markets. Modern financial techniques are used to value financial derivatives. The main emphasis of the module is on how International Investment Banks value, replicate, and arbitrage the financial instruments and how they encourage their clients to use derivative products to implement risk management strategies in the context of corporate applications.

In particular, students will first cover the topics related to forward, futures. They will then be introduced to options and various strategies thereof. Valuing options using Black-Scholes model and binomial trees is also an important part of the module. The important finance concepts of no-arbitrage and risk-neutral valuation and their implications for pricing financial derivatives are also covered in the module. This will help students to learn the techniques used in valuing financial derivatives and hedging risk exposure.

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CB6015		International Business in the Digital Economy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Contact hours - 23 hours

Independent study hours - 127 hours

Total learning hours - 150 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically demonstrate knowledge and understanding of international business in the digital economy
- Demonstrate knowledge and critical understanding of applying digital knowledge in business internationalisation, management of cross-border business and sustainability issues in international business
- Critically examine the emerging trends in digital economy and their implications for international business.
- Evaluate the effect of the prevailing international business environment in the digital economy on international business decisions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Select, organise and synthesise complex information
- Draw on concepts, theories and frameworks to construct complex arguments
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Discuss and debate ideas from an informed perspective thereby contributing to (organisational) decision-making
- Propose critical solutions to problems based on cross-cultural analysis and emerging digital context.

Method of Assessment

Main assessment methods:

Exam (2 hour) 60%

Group Report (1500 words) 20%

VLE 20%

Reassessment methods:

Exam 100%

Preliminary Reading

Indicative reading list:

- Tulder, V, Verbeke, A, and Piscitello, L (2018), International Business in the Information and Digital Age (Progress in International Business Research, Vol. 13), Emerald.
- Skilton, M (2016), Building digital ecosystem architectures : a guide to enterprise architecting digital technologies in the digital enterprise (2016), Basingstoke, Hampshire, Palgrave Macmillan
- Banalieva, E. R., & Dhanaraj, C. (2019). Internalization theory for the digital economy. *Journal of International Business Studies*, 50(8), 1372-1387.
- Brouthers, K. D., Geisser, K. D., & Rothlauf, F. (2016). Explaining the internationalization of ibusiness firms. *Journal of International Business Studies*, 47(5), 513-534.
- Li, J., Chen, L., Yi, J., Mao, J., & Liao, J. (2019). Ecosystem-specific advantages in international digital commerce. *Journal of International Business Studies*, 50(9), 1448-1463.

Pre-requisites

CB6005 – Theoretical perspectives of International Business, CB749 – International Business: Modes and Functions, CB343-Global Business Environment

Synopsis *

This module examines the role of International Business in the Digital Economy. In light of recent technological advances in the global environment, such as Industry 4.0, we have witnessed the emergence and rise of the 'Digital Economy'. This is manifested in new, digital strategies, and a shift in the traditional global value chains (GVCs) in an international context.

Indicative topics include:

- Globalisation and Digital Economy
- Digital platforms and digital business models in MNEs
- Virtual coordination in global supply chains
- Global risks mitigation through digital economy
- Global Sustainability in digital business
- Future of Work, Big Data and IoT in International Business
- Applications Blockchain technology in international trade and global supply chain
- Artificial Intelligence, Automation and International Business

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CB602		Digital Marketing Applications				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate both knowledge and understanding of the regulatory and societal challenges faced in the digital marketing arena
- demonstrate a critical appreciation of the range of tools that support digital marketing and how they can be integrated
- demonstrate a critical awareness of the key issues in customer acquisition & loyalty in digital marketing
- critically assess the unique characteristics of digital products and how they are marketed
- demonstrate understanding of the implementation issues involved in digital marketing and the uncertainty involved
- critically appraise the role of social media marketing and its limitations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan, work and study independently using relevant resources
- organise and present analysis as a considered viewpoint
- find, select, organise and synthesise complex information
- contribute effectively to organisational decision-making
- prepare for a career involving digital marketing
- work in interdisciplinary areas

Method of Assessment

Main assessment methods:

Computer Exercise (20%)
Individual Report – 800-1200 words (20%)
Exam, 2 hours (60%)

Reassessment method:

100% Exam

Preliminary Reading

Gay, R., Charlesworth, A. and Esen, R. (2007) *Online Marketing: A Customer Led Approach*, Oxford: Oxford University Press.

Chaffey, D., Mayer, D., Johnston, K and Ellis-Chadwick, F. (2012) *Digital Marketing: Strategy, Implementation and Practice* 5th Edition, London: Financial Times Prentice Hall.

Ryan, D., and Jones, C. (2012) *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation* 2nd Edition, London: Kogan Page

Stephen, A.T. and Toubia O. (2010) 'Deriving Value from Social Commerce Networks', *Journal of Marketing Research*, 47 (April), pp. 215–28.

Laffey, D. (2007) 'Paid search: the innovation that changed the Web', *Business Horizons*, 50 (3), 211-218.

Pre-requisites

CB370 Introduction to Marketing (formerly CB680)

Restrictions

Not available as a 'wild' module.

Available to short-term/exchange students

Synopsis *

The module looks at how digital marketing applications can be used by modern organisations. The module considers the fundamental technologies that support digital marketing along with the regulatory and societal challenges that must be taken into account, for example, privacy and data protection. The methods available to attract customers through digital marketing are covered making a distinction between paid methods, such as sponsored search, and non-paid methods, such as an organisation's own social media assets. Issues around loyalty are considered especially in the context of falling search costs which enable customers to switch providers.

The unique nature of digital products, for example music downloads or video streaming, are outlined with the marketing challenges and opportunities this presents. The module stresses the importance of implementation, using applied examples, and the uncertainty involved.

Indicative topics are: The digital marketing environment; Enabling technologies for digital marketing; Website design, implementation and analysis; Social media; Social commerce; Customers in the Internet age: knowing, reaching & retaining the customer; Network effects and versioning; Loyalty, Customer Relationship Management and Data Mining; E-Marketing campaigns; Brands in the Internet age; Data protection, privacy and legal issues; Digital marketing and globalisation

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CB605		European Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	
1	Medway	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Medway	Whole Year	H	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 43
 Private study hours: 257
 Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the nature and characteristics of the European business environment; specifically the size and structure of European business and the dynamic PESTEL environment;
- examine the historical development of the European Union and analyse its political and institutional framework; specifically the scope and power of the governing institutions;
- identify, analyse and evaluate the impact of EU policies on the operations of European businesses; specifically the Single Market and Single Currency, EU Competition and Social Policies, External Trade Policy, Regional and Industrial Policies;
- analyse and evaluate alternative business strategies used to identify and access EU markets; specifically the use of market intelligence, screening and mode of entry selection;
- examine different European business cultures and analyse alternative management styles; specifically the managing of cultural diversity and management practice within a European business environment.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- research and present a formal seminar paper, as part of a small team, inclusive of visual aids and supporting handouts;
- solve business-related problems within a case-study framework;
- research and write a formal report on a European business development topic;
- demonstrate effective communication, orally and in writing, using a range of media which are widely used in business.
- conduct research into business and management issues, either individually or as part of a team

Method of Assessment

Main assessment methods

Group Presentation (10%)
 Individual Essay (3,000 words) (15%)
 Individual Report (3,000 words) (15%)
 Exam, 3 hours (60%).

Reassessment methods

100% Exam

Preliminary Reading

Daniels, J., Radebaugh, L. & Sullivan, D. (2012), *International Business, Environments and Operations*. 14th. Ed. Prentice Hall.

Deresky, H. (2010), *International Management: Managing across borders and cultures*, 7th. Ed. Pearson.

El-Agraa, A. (2011), *The European Union, Economics and Policies*. 9th Ed. Cambridge University Press.

Johnson, D. & Turner, C. (2006) *European Business*. 2nd. Ed. Routledge (ISBN 9780415351355)

Johnson, G., Scholes, K. & Whittington, R. (2010), *Exploring Corporate Strategy*. 9th. Ed. Prentice Hall.

Kotler, P., Armstrong, G., Saunders, J., & Wong, V., (2013) *Principles of Marketing*, 6th. Edition. Prentice Hall.

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Pre-requisites

None

Restrictions

Available to International Business students only at Canterbury; optional for Business & Management, Accounting & Management and Business & Management (Tourism) students at Medway. Available to short-term/exchange students

Synopsis *

A synopsis of the curriculum

The curriculum is organised into two parts.

Part I:

Understanding the European Business Environment (Autumn)

The European Business Environment (PESTEL), History and Development of the EU, Political and Institutional Framework of the EU. Impact of EU policies on business operations: from Single Market to Single Currency, EU Competition and Social Policies, Regional Policy and Industrial Policy, EU Trade Policy.

Part II:

Doing Business in the 'New' Europe (Spring)

Formulating a European Business Strategy, Identifying Market Opportunities and Evaluating Modes of Entry. Understanding the impact on business of cultural diversity. Management within a European environment. Finance, Marketing and HRM issues for European Business.

CB611 Futures and Options Markets						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 65

Private study hours: 235

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate knowledge and understanding of various financial derivative instruments and risk management techniques in the context of International Investment Banking;
- demonstrate knowledge and understanding of the application of appropriate financial techniques that are used to value financial derivatives
- demonstrate knowledge and understanding of concepts and principles under which financial derivative instruments are traded;
- use subject knowledge to analyse the problem and provide a reasoned response to that problem in the context of risk management;
- compare and contrast alternative risk management strategies;
- prepare appropriate diagrams to reflect various trading strategies, binomial trees, etc;
- analyse risk management techniques using financial derivative instruments;
- use financial derivative instruments to implement risk management strategies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- apply numeracy skills to solve numerical problem;
- develop and define complex argument and provide critical insights on the use of financial instruments and risk management;
- read and summarise transactions and economic events related to financial management and derivative securities;
- locate, extract, and analyse data from different sources, e.g. newspapers, library, internet, etc, to be presented in an appropriate format;
- plan and work independently using various learning resources;
- use information technology to acquire, analyse, and communicate effectively.

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Method of Assessment

Main assessment methods:

In-Course Test 1 (10%)

In-Course Test 2 (10%)

In-Course Test 3 (10%)

Examination, 3 hour (70%)

Reassessment method:

100% exam

Preliminary Reading

Fundamentals of Futures and Options Markets, 7th Edition, by Hull, J., Pearson Education, London.

Principles of Corporate Finance (Global Edition), 9th Edition-2008, by Brealey, Myers, and Allen. Chapters 20, 21, 27, and 28, McGraw Hill.

Pre-requisites

AC523 Principles of Finance (formerly AC508)

Restrictions

Available to short-term/exchange students

Synopsis *

This module is concerned with International Investment Banks' products and strategies that involve the description and analyses of the characteristics of more commonly used financial derivative instruments such as forward and future contracts, swaps, and options involving commodities, interest, and equities markets. Modern financial techniques are used to value financial derivatives. The main emphasis of the module is on how International Investment Banks value, replicate, and arbitrage the financial instruments and how they encourage their clients to use derivative products to implement risk management strategies in the context of corporate applications.

In particular, students will first cover the topics related to forward, futures and swap contracts. They will then be introduced to options and various strategies thereof. Valuing options using Black-Scholes model and binomial trees is also an important part of the module. The important finance concepts of no-arbitrage and risk-neutral valuation and their implications for pricing financial derivatives are also covered in the module. This will help students to learn the techniques used in valuing financial derivatives and hedging risk exposure.

Successful completion of the module will provide a solid base for the student wishing to pursue a career in International Investment Banking and Treasury Management. The students will have the knowledge of essential techniques of risk management and financial derivative trading.

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CB612 New Enterprise Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- develop a viable business plan for establishing a new business venture or introducing innovation (e.g. new product/ service/ process/ business / project development) in an established organisation.
- discover and/or create opportunities to generate value to potential customers.
- conduct research necessary to gain in-depth knowledge required to develop a business plan.
- devise a marketing plan to generate value to customers.
- design a plan to operationalise a business model.
- develop an effective financial plan for a business and evaluate its viability.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- understand the specific skills required to successfully establish and operate a new enterprise, project or business unit etc.
- cooperate with others in the acquisition, development and application of useful information.
- communicate effectively using appropriate media.
- organise own time and effort to use available resources efficiently.

Method of Assessment

Main assessment methods:

Group Report (1,500 words) (30%)
Individual Report (3,000 words) (70%)

Reassessment method:

100% coursework

Preliminary Reading

Burns P. (2014). *New venture creation: a framework for entrepreneurial start-ups*, Basingstoke, Hampshire: Palgrave Macmillan.

Grant R.M., (2016). *Contemporary strategy analysis*, Chichester, West Sussex: Wiley.

Osterwalder A., Pigneur Y. and Clark T. (2010) *Business model generation: a handbook for visionaries, game changers, and challengers*, Hoboken, New Jersey: John Wiley & Sons.

Williams S. (2016). *The Financial Times guide to business start up 2016*, Harlow, England: Pearson

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis *

This module is designed to provide students across the university with access to knowledge, skill development and training in the field of entrepreneurship with a special emphasis on developing a business plan in order to exploit identified opportunities. Hence, the module will be of value for students who aspire to establishing their own business and/or introducing innovation through new product, service, process, project or business development in an established organisation. The module complements students' final year projects in Computing, Law, Biosciences, Electronics, Multimedia, and Drama etc.

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CB613		Entrepreneurship				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic understanding of the pathways for becoming an entrepreneur in a wide array of settings including large organisation, start-ups, universities, government, intermediaries and society;
- critically evaluate – by making use of scholarly reviews and primary sources – the processes and organisational forms involved in co-creating value to solve complex challenges in collaboration with different types of entrepreneurs;
- deploy accurately established knowledge and techniques of analysis and enquiry to manage innovation entrepreneurially in a knowledge based economy;
- develop an entrepreneurial mind-set by understanding and applying key debates in the areas of entrepreneurial opportunity, motivation, marketing and finance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work in interdisciplinary areas relating theories from different subjects;
- self-manage their learning;
- communicate effectively to a variety of audiences and/or using a variety of methods
- work with others efficiently and effectively;
- apply numeracy and IT skills appropriately.

Method of Assessment

Main assessment methods:

Group Presentation (20%)
Online MCQ Test (20%)
Examination, 2 hours (60%)

Reassessment method:

100% exam

Preliminary Reading

Aal, K., L. Di Pietro, B. Edvardsson, M. F. Renzi, and R. Guglielmetti Mugion. (2016). Innovation in service ecosystems: an empirical study of the integration of values, brands, service systems and experience rooms. *Journal of Service Management* 27(4):619–651.

Nätti, S., S. Pekkarinen, A. Hartikka, and T. Holappa. (2014). The intermediary role in value co-creation within a triadic business service relationship. *Industrial Marketing Management* 43(6):977–984.

Parhankangas, A., and M. Ehrlich. (2014). How entrepreneurs seduce business angels: An impression management approach. *Journal of Business Venturing* 29(4):543–564.

Perks, H., Gruber, T. & Edvardsson, B. (2012). Co-creation in radical service innovation: A systematic analysis of microlevel processes. *Journal of Product Innovation Management*, 29(6), 935–951.

Ramaswamy, V., and F. Gouillart. (2010). Building the co-creative enterprise. *Harvard Business Review* 88(10):100–109.

Sarasvathy, S.D. et al. (2010). Three Views of Entrepreneurial Opportunity. In *Handbook of Entrepreneurship Research. An Interdisciplinary Survey and Introduction*. pp. 77–96.

Shane, S. and Venkataraman, S., (2000). The Promise of Entrepreneurship as a Field of Research. *The Academy of Management Review* 25, (1), 217 - 226

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis *

This module facilitates the development of an entrepreneurial mind-set, and equips students with necessary cutting-edge knowledge and skills vital for generating value in a knowledge based economy. The curriculum will include the following areas of study:

- Broader application of entrepreneurship
- Co-creation as a new form of generating value in an innovation ecosystem.
- Managing innovation entrepreneurially
- Entrepreneurial opportunity
- Entrepreneurial Motivation
- Entrepreneurial Marketing
- Entrepreneurial Finance – Finance fuels entrepreneurship.

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CB658 Diversity in Organisations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- analyse how their own cultural diversity influences interactions with other individuals in the workplace;
- recognise and respect individual differences;
- assess how attitudes and practices influence equity and opportunity in organisations;
- distinguish between individual, organisational, and societal dimensions of issues and interventions;
- identify organisational factors that hinder and those that promote managing diversity;
- question the Western-centric conceptualization of diversity management as a gender and race neutral approach based on organisational rationality and meritocracy.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- communicate information and opinions clearly, critically and effectively, both orally and in writing;
- structure and express complex arguments, using relevant social science concepts and theories;
- demonstrate an understanding of the relevant skills and techniques of various aspects of management and of their applicability and how diversity theories are relevant to management theories;
- critically analyse and understand the current issues concerning diversity management and its relevance to both employees and employers within this country and on the global standing.

Method of Assessment

Main assessment methods:
Examination, 2 hours (60%)
Individual Essay (3000 words) (40%)

Reassessment method:
100% Exam

Preliminary Reading

Blaine, B. E. (2007) *Understanding the Psychology of Diversity*. London: Sage.

Harvey, C. & Allard, M.J. (Eds.) (2005) *Understanding and Managing Diversity: Readings, Cases, and Exercises*. (3rd Edition). New York: Prentice Hall.

Kirton, G. & Greene, A-M. (2005) *The Dynamics of Managing Diversity: A Critical Approach*. (2nd Edition). Oxford: Elsevier. (This will be the core textbook.)

Kramar, R. & Syed, J. (Eds) (2012). *Human Resource Management in a Global Context: a critical approach*. Basingstoke: Palgrave MacMillan.

Pre-requisites

CB312 - Introduction to Management

Restrictions

Not available as a 'wild' module. Available only to Business students. Available to short-term/exchange students

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Synopsis *

This module presents an overview of what workforce diversity is and its relevance and usefulness in improving our understanding and management of people (including ourselves) at work. The demographics of the population and the workplace are changing drastically because of a number of factors, such as an increasing number of ethnic minorities and women in the workforce and in management. Accordingly, there is a need to effectively understand and manage workforce diversity not only to increase organisational business outcomes but also to create an inclusive workplace in a socially responsible manner.

The module will examine issues confronting managers of a diverse workforce. In particular issues such as ethnicity, race, language, ageing, disability, gender, and intersectional identities will be discussed. Two key approaches towards managing diversity will be explained, i.e. the social equity case of managing diversity, and the business benefits case of managing diversity. The module will explore a range of diversity related concepts and topics, such as social identity, stereotyping, discrimination, intergroup conflict, structural integration, and organisational change.

Indicative topics are:

- Origins of diversity and equal opportunity in the workplace context;
- Social and psychological perspectives on workplace diversity;
- The UK and European diversity contexts;
- Business benefits case and social equity case of managing diversity;
- The legal framework for diversity;
- Organisational approaches to diversity;
- Contemporary issues central to the experiences of diverse individuals in the UK and in organisations across a range of diversity dimensions;
- Diversity management in an international context

CB673		Business in Emerging Markets				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- explain what is unique about the business context of emerging markets, identify the opportunities and threats in operating in these markets and develop familiarity with a number of key developments determining the business environment (such as trade barriers, political and social) in emerging markets
- develop an in-depth understanding of the fundamental shift in international economic and business development focus to emerging markets, including, but not limited to, countries such as Brazil, Russia, India and China (BRICs)
- relate to and understand the distinguishing features and challenges posed by operating in emerging market economies
- explore the relationship between risk and reward in the development of strategies in an uncertain emerging market environment
- evaluate the appropriateness of establishing a venture in an emerging market using analysis derived from their increasing understanding of the context-specific challenges of doing business in emerging markets

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- develop problem-solving and decision-making skills using relevant qualitative and quantitative skills
- build on concepts, theories and techniques introduced in the first year of study
- develop critical thinking skills and competencies through the use of contemporary International Business literature available in core texts and other relevant sources to aid the development of knowledge and understanding
- develop the ability to structure and develop appropriate and effective communication, critically and self-critically.

Method of Assessment

Main assessment methods
Individual report (2,000 words) (40%)
Examination, 2 hour (60%)

Reassessment method:
100% Exam

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Preliminary Reading

Cavusgil, S. T., Ghauri, P. N. & Akcal, A. A. (2013) Doing Business in Emerging Markets, 2nd edition, London: Sage
Ciravegna, L, Fitzgerald, R. and Kundu, S.K. (2014) Operating in Emerging Markets: A Guide to Management and Strategy in the New International Economy. Upper Saddle River, NJ: FT Press
Khanna, T. and Palepu, K.G. (2010) Winning in Emerging Markets: A Road Map for Strategy and Execution, Boston, Mass, Harvard Business Press
Merchant, H. (2015). Competing in Emerging Markets: Cases and Readings, 2nd edition. New York: Routledge

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis ***/span>**

The emphasis of the module is in providing students with sound theoretical and empirical foundations for analysing foreign firm strategic behaviour when developing their interests within emerging economies. Applications focus on recent developments in the economies of Central and Eastern Europe, China, Russia, Brazil, Mexico, Central and South East Asia, etc.

This module probes into the workings of strategies and subsidiary operations of firms in these economies, and provides students with a better understanding of the fundamental issues in strategy and subsidiary operations confronted by foreign firms competing in these newly opened and dynamic markets. With this orientation, you will gain insight into how emerging market institutions challenge and contest subsidiary business development. Indicative topics include:

- Recent trends in foreign direct investment (FDI) into emerging markets
- Changing institutional environments
- Political, legal, economic and social risks in emerging markets
- Multinational Businesses' entry strategies
- Ethical issues, Corporate Social Responsibility and sustainability
- The service sector in emerging markets

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CB674 International Business: A Strategic Perspective						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 43
Private study hours: 257
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- systematically understand and examine advanced theories, tools and concepts in the field of study 'global strategic management' given the uncertainty of the global business environment;
- accurately deploy established techniques of analysis and enquiry within the discipline of 'global strategic management';
- demonstrate conceptual understanding of an internationalisation strategy by engaging with arguments and ideas which are at the forefront of the 'global strategic' management discipline;
- critically evaluate abstract concepts and data, to make judgements about business functions such as finance, production, marketing, supply-chain, sourcing, innovation within the context of a multinational organisation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- comment upon particular aspects of current research, or equivalent advanced scholarship in the social sciences discipline;
- develop skills to critically analyse material by applying methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- demonstrate an ability to plan work, study independently using relevant learning resources;
- communicate effectively to different audiences using appropriate media, frameworks and style;
- develop skills necessary to work effectively in teams and take shared responsibility in groups

Method of Assessment

Main assessment methods:

- Group Presentation (20%)
- Individual Report (2,500-3,000 words) (20%)
- Examination, 3 hour (60%)

Reassessment method:

- 100% Exam

Preliminary Reading

Bartlett, C. A. and Beamish P.W. (2014) *Transnational Management: Texts, Cases and Readings in Cross-Border Management*, Hoboken, NJ: McGraw Hill Education

Dunning, J.H. and Lundan, S.M. (2008) *Multinational Enterprises and the Global Economy*, Cheltenham: Edward Elgar Publishing

Frynas, J.G. & Mellahi, K. (2014) *Global Strategic Management*, 3rd edition, Oxford: Oxford University Press

Gooderham, P.N., Groggaard, B., Nordhaug, O. (2013) *International Management – Theory and Practice*, Cheltenham: Edward Elgar Publishing Limited

Lasserre, P. (2012) *Global Strategic Management*, 3rd edition, London: Palgrave Macmillan

Rugman, A.M. (eds.) (2009) *The Oxford Handbook of International Business*, 2nd edition, Oxford: Oxford University Press

Pre-requisites

BUSN7390 International Business: Theoretical Insights
BUSN7490 International Business: Modes and Functions

Restrictions

Available to short-term/exchange students

Synopsis *

This module examines the issues of global strategic management through the analysis of core strategic imperatives, organisational challenges and managerial implications within the context of a multinational organisation (MNE). This module systematically evaluates different approaches to the internationalisation strategies MNEs undertake and the functional and operational aspects (e.g. finance, value chain management, innovation management, HR management, etc.) these strategies impact on. Furthermore, this module assesses issues such as global management of change, global risk management, global management of corporate social responsibilities, withdrawal and divestment strategies.

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CB676 Strategy Analysis and Tools						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- read business press articles and interpret them from a strategic perspective
- use a range of well-established tools and frameworks to analyse and assess an organisation's strategy;
- evaluate critically the results of strategic analysis to identify and prioritise strategic issues facing an organisation;
- use the same analysis to propose and assess strategic options to address strategic issues;
- compare and critique different theoretical approaches to strategic management;
- appreciate the complexity of strategic decision making and the limitations of the analytical skills developed in this module in fully addressing that complexity

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- select, organise and synthesise complex information
- draw on concepts, theories and frameworks to construct complex arguments
- organise and present orally and in writing an analysis as a considered viewpoint
- discuss and debate ideas from an informed perspective thereby contributing to (organisational) decision-making
- propose solutions to problems based on analysis and discussion/debate

Method of Assessment

Main assessment methods:

Group VLE Task 1 (10%)

Group VLE Task 2 (20%)

Examination, 3 hours (70%).

Reassessment method:

100% exam.

Preliminary Reading

Core text:

Witcher, B.J. & Chau, V.S. (2014), *Strategic Management: Principles and Practice*, 2nd edn. Andover: Cengage Learning

or

Thompson, A.A, Strickland, A.J., Gamble, J.E., Peteraf, M.A., Janes, A. and Sutton, C. (2013), *Crafting and Executing Strategy: The Quest for Competitive Advantage*, London: McGraw-Hill Education

Lampel, J., Mintzberg, H., Quinn, J.B. and Ghoshal, S. (2014). *The Strategy Process: Concepts, Contexts, Cases*. 5th edn. London: Pearson Education

Pre-requisites

None

Restrictions

Not available as a 'wild' module. Available only to Business students

Available to short-term/exchange students

Synopsis *

The module provides a broad, basic understanding of strategy and strategic management, on which further strategic analysis and exploration of strategic issues can be built. It introduces students to the key vocabulary, concepts and frameworks of strategic management and establishes criteria for assessing whether or not a strategy can be successful. It introduces students to frameworks for analysing the external and internal environments and to different theories of how these relate and of their impact on strategy formulation and implementation.

Students will learn how to identify strategic issues, develop strategic options to address them and decide which option(s) to recommend. Through theoretical readings and case studies, students will develop an appreciation of strategy in different contexts and from different perspectives and of the complexity of strategic decision-making. Students will enhance their ability to read business articles from a strategic perspective and to present strategic arguments in a structured manner

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CB677 Financial Management for Decision Making and Control						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate an in-depth knowledge of accounting and control systems that businesses use for making managerial decisions.
- evaluate the function and range of financial controls managers use for making profit planning decisions.
- develop a business plan that integrates strategic and marketing considerations with financial objectives and analysis.
- use accounting and control tools to assess business performance, provide feedback and give recommendations for improvements.
- understand the sources and availability of finance, set financial controls and make capital investment decisions.
- use accounting and control tools for corporate social responsibility strategy implementation and sustainable business performance achievement.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate problem-solving abilities
- demonstrate decision making skills
- structure and critically analyse information from a variety of sources
- write coherently and provide recommendations for making managerial decisions
- plan work, manage time and study independently

Method of Assessment

Main assessment methods:

VLE MCQ part 1 (20%)

VLE MCQ part 2 (20%)

Individual report (3,000 words) (60%).

Reassessment method:

100% coursework.

Preliminary Reading

Core text: Drury C. (2019) Management Accounting for business, 7th edition. London: Cengage Learning.

Suggested reading:

Atrill, P., McLaney, E. (2018) Management accounting for decision makers, 9th edition. London: Pearson.

Seal, W. (2011) Management Accounting for business decisions, 1st edition. London: McGraw Hill.

Pre-requisites

BUSN3690 or BUSN6750 Financial Accounting, Reporting & Analysis

Synopsis *

The aim of this module is to provide students with in-depth knowledge about the accounting and control systems businesses use for making managerial decisions. In particular, the module focuses on profit planning decisions and it gives students a thoughtful understanding of the functioning and range of financial controls managers use for making profit planning decisions, related to both the business as a whole and its segments. Students are expected to conduct a management project: they will prepare a business plan that takes into account strategic, marketing and financial aspects. The module also enables students to know how to use accounting and control tools to assess business performance, provide feedback and give recommendations for improvements aimed to create more socially responsible and sustainable businesses. As such, this module is core to the degree program, because it gives an introduction to three key areas: managerial decision making, performance management and organisational financial management.

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CB678		Contemporary Management Challenges				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes:

- critically evaluate advanced theories of management;
- critically evaluate contemporary management practices and organisation structures;
- critically assess managerial responses to contemporary organisational challenges
- critically assess the relevance of critical management studies to our knowledge of management and organisations;
- critically evaluate the dynamics of power and identity as they shape the experiences of managers in contemporary organisations.

The intended generic learning outcomes:

- critically assess and evaluate the impact of contemporary problems like "sustainability" on management and organisations;
- demonstrate developed analytical skills by connecting advanced theories of management to contemporary management situations and concerns;
- demonstrate enhanced ability to write coherently and critically;
- demonstrate enhanced ability to draw on social science concepts and theories and to articulate complex arguments;

Method of Assessment

Main assessment methods:
Examination, 2 hours (60%)
Essay 1 (1000 words) (20%)
Essay 2 (1000 words) (20%)

Reassessment method:
100% exam

Preliminary Reading

Hancock, P. and Spicer, A. eds., 2009. Understanding corporate life. London: Sage.
Dyer, S., Humphries, M., Fitzgibbons, D. and Hurd, F., 2014. Understanding management critically: A student text. London: Sage.

Pre-requisites

BUSN3120 Introduction to Management

Synopsis *

This module will explore more advanced management and organisational theory to facilitate students' examination of the challenges that face managers in contemporary organisations. As well as considering these challenges from a mainstream managerial perspective, the module will also draw on the perspective of critical management studies as a means of providing an alternative viewpoint on contemporary management issues. Indicative areas to be covered may include:

- Identity in organisations and how the construction and performance of it requires managers to cope with existential challenges around anxiety and freedom.
- The uses and abuses of managerial power and the inequality and insecurity that comes with it.
- Neoliberal capitalism and its various consequences for organisational life.
- Pressures to make organisations more sustainable, socially responsible, equal, diverse, and fair.
- Organisational cultures based on entrepreneurialism.
- The performance of gender in organisations.
- New organisational forms and their emphasis on Speed.
- The intensification of the control of Bodies, Spaces, and Time in contemporary organisations.

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CB679 Corporate and Business Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 128
 Contact Hours: 22
 Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the implications of different organisational and environmental contexts for the successful implementation of business and corporate strategy
- use an extended range of tools and frameworks to conduct a full strategic analysis of a real-life organisation/business, thereby linking theory to practice
- critically examine the effects of complexity and uncertainty on strategy formation / implementation

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan and work to a schedule and deliver output in a timely fashion
- select, organise and synthesise complex information from a variety of sources, including company data
- draw on concepts, theories and frameworks from a range of contexts to analyse situations, identify problems and formulate solutions
- communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods:

Individual Report 1 (1250 words) (20%)
 Group Poster (20%)
 Individual Report 2 (2000 words) (60%)

Reassessment method:

100% coursework.

Preliminary Reading

Pre-requisites

BUSN6760 Strategy Analysis and Tools

Restrictions

Stage 3 Only. Available to short-term/exchange students.

Synopsis *

This module extends students' knowledge and understanding of strategic management and strategic issues. It introduces a range of contemporary issues associated with the formulation and implementation of corporate and business strategies with an emphasis on identifying and implementing strategic change within the organisation, building dynamic capabilities and developing coherent strategies. Issues might include strategies in the face of uncertainty, global strategies, knowledge-based strategies, strategies where profit is of secondary (or no) importance.

CB681 Managing Human Resources in Contemporary Organisations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

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CB683		Marketing Strategy				
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)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Lectures: 11
Seminars: 10
Independent Study: 129

Total Hours: 150

Learning Outcomes

The intended subject specific learning outcomes

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

Demonstrate knowledge and systematic understanding of the difference between strategic management and marketing strategy.

Identify marketing opportunities and formulate marketing goals.

Define and evaluate alternative marketing options.

Identify and evaluate appropriate marketing segments for a given product or service and formulate a marketing mix strategy for each.

Describe the elements of a marketing plan and evaluate the importance of each step in the planning process

Demonstrate critical awareness of the weakness of each stage of the marketing plan and propose suitable contingencies.

The intended generic learning outcomes

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

Demonstrate self-management skills and exercise personal responsibility

Evaluate and link theoretical perspectives to practical situations for decision-making.

Develop interpersonal and team-working skills.

Analyse appropriate data and information.

Identify and critically appraise both academic and practical problems.

Communicate effectively through oral and written presentation.

Method of Assessment

Examination - 2 hour, unseen 60%

Group presentation 20%

Individual online test 20%

Preliminary Reading

Peter, J. P. and Donnelly, J. H. (2013) Marketing Management: Knowledge and Skills, 11th edition. Maidenhead: McGraw-Hill.

Wood, M. B. (2013) The Marketing Plan Handbook, 5th Edition. New York: Pearson International

Kotler, P., and Keller, K. L. (2012), Marketing Management, 14th Edition. London: Pearson

Pre-requisites

CB370 Introduction to Marketing (Canterbury) (formerly CB680)

Restrictions

Not available as a 'wild' module. Available only to Business students

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Synopsis *

This module introduces students to the core theories of marketing strategy. It is based around a systematic approach to strategic marketing planning and the influences on the process. The module will include:

- Introduction to strategic marketing – corporate vs. marketing strategies
- Identify and understand marketing ethics dilemmas
- Auditing the external and the internal environments
- Marketing information
- Identifying consumer and business segments
- Formulating marketing goals and specific objectives
- Developing a marketing plan for a commercial or a social organization
- Define adequate control and performance indicators to control the marketing plan

CB684 Strategic Human Resource Management						
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)	80% Project, 20% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically evaluate the theory of HRM and its links with organisational theory.
- critically evaluate the strategic importance of human resource management.
- understand the links between strategic human resource management and business strategy.
- critically assess the role and impact of strategic HRM in the performance of organisations.
- understand performance outcomes associated with different forms of strategic HRM.
- assess the strategic contribution of employee participation and involvement to strategic HRM and organisational performance.
- evaluate the process of HRM in relation to size and sectoral contexts

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate enhanced analytical skills by linking theoretical perspectives to contemporary organisational situations
- work independently and manage their time effectively
- demonstrate effective communication skills

Method of Assessment

Main assessment methods:
Group presentation (20%)
2 hour Examination (80%)

Reassessment method:
100% Examination

Preliminary Reading

Beardwell, J. and Claydon, T. (2010) Human Resource Management: A Contemporary Approach 6th Edition London: FT Prentice-Hall

Bratton, J. and Gold, J. (2012) Human Resource Management: Theory and Practice. Basingstoke: Palgrave MacMillan

Kramar, R. and Syed, J. (2012) Human Resource Management in a Global Context. Basingstoke: Palgrave MacMillan.

Truss, C., Mankin, D. & Kelliher, C. (2012), Strategic Human Resource Management Oxford: Oxford University Press.

Pre-requisites

BUSN6810 Managing Human Resources in Contemporary Organisations/BUSN5013 Human Resource Management

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Restrictions

Available to short-term/exchange students

Synopsis *

This module will introduce students to the key concepts of managing people, involving an examination of organisational, human resource management and industrial relations theory. This will be achieved through relating relevant theory to practical people and organisational management issues.

Topics of study are:

The theory of strategic HRM; Strategic HRM and Business Strategy;
Strategic HRM and Organisational Performance;
Strategic employee involvement and participation;
HRM in the public sector;
HRM in Small and Medium Enterprises;
HRM in the voluntary sector;
Strategic HRM in the international context.

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CB688		Decision Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- recognise the inherent difficulties involved in making decisions characterised by complexity and uncertainty
- identify alternatives together with their associated uncertainties and payoffs.
- systematically structure, analyse and solve realistic problems using decision analysis methods
- incorporate a decision maker's risk attitude into the selection of a preferred alternative.
- demonstrate techniques for assessing the value of information.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- deconstruct complex problems
- apply analytical and numerical skills to identify appropriate solutions
- present their findings in a clear and structured manner
- plan work and study independently using relevant resources

Method of Assessment

Main assessment methods:

In-Course Test 1, 45 minutes (20%)

In-Course Test 2, 45 minutes (20%)

Examination, 2 hours (60%).

Reassessment method:

100% examination.

Preliminary Reading

Clemen, R.T. (1996), *Making Hard Decisions: An Introduction to Decision Analysis* (2nd Ed.), Belmont: Duxbury Press

Goodwin, P. and Wright, G. (2009) *Decision Analysis for Management Judgment* (4th Ed.), Chichester: Wiley

Hillier, F.S. and Lieberman G.J. (2015), *Introduction to Operations Research* (10th Ed.), Boston; McGraw-Hill

Howard, R.A. and Abbas, A.E. (2015) *Foundations of Decision Analysis*. Harlow: Prentice Hall.

Skinner, D (2009), *Introduction to Decision Analysis* (3rd Ed.), Gainsville: Probabilistic Publishing

Winston, W.L. (2004), *Operations Research: Applications and Algorithms* (4th Ed.), Belmont: Duxbury Press.

Pre-requisites

CB313 Intro to Stats for Business or equivalent

Restrictions

Available to short-term/exchange students

Synopsis *

Making decisions is one of the most important things any manager or business must do. Making smart decisions, however, can be extremely difficult due the complexity and uncertainty involved. Decision Analysis (DA) provides a structured and coherent approach to decision making. It involves a wide range of quantitative and graphical methods for identifying, representing, and assessing alternatives in order to determine a best course of action. DA is regularly employed by many leading companies in the pharmaceutical, oil and gas, utilities, automotive, and financial services sectors. In this module, you learn about the basic concepts of DA and how to apply it in a variety of practical business planning situations.

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CB693		New Product Marketing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Private Study: 127

Contact Hours: 23

Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate systematic understanding of the terms "new product" and "innovation".
- Demonstrate conceptual understanding of the contribution of new product development to the firm and the factors that can be attributed to the success and failure of new products.
- Demonstrate understanding of the new product development process and associated ambiguity and limits of knowledge.
- Understand the research techniques useful to new product marketing that are at the forefront of a discipline.
- Demonstrate understanding of the issues involved in and limits of knowledge associated with managing through the Product Life Cycle (PLC).
- Demonstrate systematic understanding of the interaction between New Product Development and Management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate enhanced ability to self-manage.
- Demonstrate enhanced ability to work in interdisciplinary areas.
- Demonstrate enhanced ability to address practical new product marketing problems with a focus on identifying and interpreting analytical information with the use of scholarly reviews and primary resources (e.g. refereed journal articles)
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods:

Individual Report (up to 1000 words) (25%)

VLE test (15%)

Examination, 2 hours (60%)

Reassessment method:

100% Exam

Pre-requisites

BUSN3700: Introduction to Marketing

BUSN7580: Marketing Strategy

Restrictions

Available to short-term/exchange students

Synopsis *

This module allows students to extend their knowledge and understanding of innovation and new product marketing. It is based around conceptual understanding of what a new product is and illustrating effective new product marketing practices through a systematic new product marketing process. Indicative topics are:

- New Products Marketing and Innovation
- New Product Strategies
- Models on New Product Development
- Market Research and its Influence on New Product Development
- Managing the New Product Development Process from Idea Generation to Commercialisation (and this includes national and global rollouts).
- The Marketing/R&D Interface

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CB697 Managing People and Teams						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand and critically evaluate the process of managing people and the dynamics of team management.
- Understand and critically assess the relationship between management theory and management practice.
- Understand the emergence of Human Resource Management (HRM) and Employment Relations practices within specialist functions and as part of line management activity.
- Understand the connection between management practices and apply these concepts to the wider business environment in which they function.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Organise and present an analysis as a considered viewpoint.
- Find, select and synthesise complex information.
- Contribute effectively to organisational decision making.
- Communicate with; work effectively within, and present as a group.

Method of Assessment

Main assessment methods:

Individual Essay – Literature Review (3000 words) (80%)
Group Presentation (20%)

Reassessment methods:

100% coursework

Preliminary Reading

Core textbook:

Mullins, L. (2013) *Management and Organisational Behaviour*. 10th edn. Harlow: Pearson

Further indicative readings:

Buchanan, D., and Huczynski, A., (2013) *Organizational Behaviour*. 8th edn. Harlow: Prentice Hall
Clegg, S. et al. (2011) *Managing and Organizations: An Introduction to Theory and Practice*. 3rd edn. London: Sage
Fincham, R. and Rhodes, P. (2005) *Principles of Organizational Behaviour*. 4th edn. Oxford: Oxford University Press
Knights, D., & Willmott, H., (2012) *Introducing Organizational Behaviour and Management*, 2nd edn. London: Thomson Learning
Watson, T. (2006) *Organising and Managing Work*. 2nd edn. Harlow: Pearson

Pre-requisites

CB366 Management Principles

Restrictions

BA (Hons) Business & Management and associated programmes
BA (Hons) Event & Experience Management

Synopsis

Managing People and Teams aims to provide an understanding of the key concepts within management theory. This core knowledge is applied to a range of organisational settings so that the influence of management theory on management practice is understood. The role played by specialist management functions within Human Resource Management (HRM) and Employment Relations is investigated.

Students will be introduced to the main concepts and theories through readings and discussions of the main authors in the field. Case studies will be used to show how these concepts can impact upon management thinking and decision making within work organisations.

Indicative topics are:

- Groups and teams
- Motivation in the workplace
- Communication theory and practice
- Power and control
- Job design
- Flexible working practices
- Diversity in the workplace
- Managing learning
- Managing change

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CB698 Business Placement Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Project	
2	Canterbury	Whole Year	H	30 (15)	100% Project	
2	Medway	Whole Year	H	30 (15)	100% Project	

Contact Hours

Total contact hours: 0 hours
 Work Placement or Business Start-Up: 300
 Total study hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate practical knowledge and understanding of successful business.
- 8.2 Demonstrate knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the industry context.
- 8.3 Apply some of the intellectual skills specified for the main programme in practice.
- 8.4 Analyse and draw reasoned conclusions about management problems and relatively complex situations working in business setting.
- 8.5 Apply some of the subject-specific skills specified for the required core in practice.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Identify and make effective use of information from various sources to assess ideas.
- 9.2 Be an effective self-manager of time, to plan and deliver required outputs effectively.
- 9.3 Communicate effectively orally and in writing, using media appropriate to the purpose;
- 9.4 Critically apply numeracy, analytical, quantitative IT skills to evaluate business issues and problems.

Method of Assessment

13.1 Main assessment methods

Business Project Report (5000 -7000 words) (100%)

13.2 Reassessment methods

Reassessment Instrument: 100% Project

Preliminary Reading

Brennan, J & Little, B (2002), A Review of Work Based Learning in Higher Education, Upper Saddle River, NJ: Prentice Hall
 Cottrell, S. (2003) Skills for Success: The Personal Development Planning Handbook, London: Palgrave Macmillan
 Rock, S. (2016). Work Experience, Placements and Internships. London: MacMillan
 Seely, J. (2002) Writing Reports, Oxford: Oxford University Press
 Sharp, J.A, Peters, J & Howard, K (2002), The Management of a Student Research Project (3rd edn.), Abingdon: Gower

Pre-requisites

Successful completion of Stage 2 of a KBS degree with a year in industry.
 Co-requisite: BUSN6990/BUSN6991 Year in Industry Experience

Restrictions

Restricted to KBS degrees with a year in industry

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Synopsis *

The Year in Industry to which the module relates provides a structured opportunity to combine appropriate developmental work experience or entrepreneurial activity with academic study. The Year in Industry experience allows students to develop and reflect on managerial and / or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of their main programme. Where relevant, they develop, reinforce and apply professional and / or technical expertise in an employment or entrepreneurial context.

The ability to integrate this work based learning with the modules of Stages 1, 2 and 3 is a high level cognitive task. The particular combination of the student's degree programme and choice of modules together with the great variety of increasingly diverse Year in Industry situations make the "curriculum" of each Year in Industry unique. The unifying features, with which the project for this module is concerned are integration of theory and practice, and the development of the student as an independent learner and reflective practitioner.

This background is why the report for the module has to be linked to the Year in Industry portfolio.

The assembly, content and organisation of this activity are assessed in BUSN6990 Year in Industry Experience. This module assesses how effectively the student can use this to demonstrate integration of theory and practice, self-assessment of achieved learning and reflection on this.

CB699 Business Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	90 (45)	Pass/Fail Only	
2	Canterbury	Whole Year	H	90 (45)	Pass/Fail Only	
2	Medway	Whole Year	H	90 (45)	Pass/Fail Only	

Contact Hours

Total contact hours: 0 hours

Work Placement or Business Start-Up: 900

Total study hours: 900

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate practical knowledge and understanding of successful business.
- 8.2 Demonstrate knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the industry context.
- 8.3 Apply some of the intellectual skills specified for the main programme in practice.
- 8.4 Analyse and draw reasoned conclusions about management problems and relatively complex situations working in business setting.
- 8.5 Apply some of the subject-specific skills specified for the required core in practice.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Identify and make effective use of information from various sources to assess ideas.
- 9.2 Be an effective self-manager of time, to plan and deliver required outputs effectively.
- 9.3 Communicate effectively orally and in writing, using media appropriate to the purpose;
- 9.4 Critically apply numeracy, analytical, quantitative IT skills to evaluate business issues and problems.

Method of Assessment

13.1 Main assessment methods

This module is assessed on a Pass/Fail basis: Pass/Fail (100%).

Placement Portfolio including reports from the employer or ASPIRE whichever applicable.

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework (Pass/Fail)

Preliminary Reading

Brennan, J & Little, B (2002), A Review of Work Based Learning in Higher Education. Upper Saddle River, NJ: Prentice Hall

Rock, S. (2016). Work Experience, Placements and Internships. London: MacMillan

Sharp, J.A, Peters, J & Howard, K (2002), The Management of a Student Research Project (3rd edn.), Abingdon: Gower

Pre-requisites

Successful completion of Stage 2 of a KBS degree with a year in industry.

Co-requisite: BUSN6980/BUSN6981 Year in Industry Report

Restrictions

Restricted to KBS degrees with a year in industry

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Synopsis *

The Year in Industry experience provides you with a structured opportunity to combine work experience or entrepreneurial activity with academic study.

The Year in Industry allows students to develop and reflect on managerial and/or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of your main degree programme.

Where relevant, students develop, reinforce and apply professional and/or technical expertise in an employment or entrepreneurial context. The placement portfolio requires students to document their experiences in relation to both their university studies as well as to a wide range of employability skills.

In addition, the portfolio allows demonstration of professional development through the collection and presentation of relevant evidence.

To be able to undertake this module it is necessary for the student to secure a placement or to have validated a Business Start-Up during Stage 2.

The Business Start-Up should build on the student's planned business activity as developed and validated by the ASPIRE Business Start-Up Journey.

The particular combination of the student's degree programme and choice of modules together with the great variety of increasingly diverse Year in Industry situations make the "curriculum" of the Year in Industry essentially unique.

This module documents and assesses the evidence of Year in Industry learning being achieved.

CB715 Business Financial Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

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CB716		Product Design and Buying				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	H	15 (7.5)	100% Coursework	
2	Medway	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- gain a systematic understanding of internal and external influences on buying decisions and range planning
- accurately deploy the key skills and techniques required to design and develop a profitable range of products to meet consumer needs and compete in the market
- critically assess the impact of technology and innovation on new product development
- acquire detailed knowledge of processes and techniques for effective and sustainable supplier sourcing and management
- understand and critically assess the quality requirements of different brands for new product development and processes for quality assurance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- propose solutions to problems based on analysis and discussion/debate
- synthesise a range of concepts, knowledge and skills relating to the retail sector
- apply complex theories to practical realistic work situations in the retail sector
- undertake independent and self-managed learning
- communicate effectively within a group context

Method of Assessment

Main assessment methods:

Group presentation (30%)

Individual report – 2500 words (70%)

Reassessment methods:

Reassessment Instrument: Like for like

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

Prerequisite: BUSN3710 Marketing Principles

Synopsis *

This module investigates the importance of having a dynamic buying function in retailing to meet the ever-changing needs of the consumer and maintain a profitable business. It explores both Fashion and Food retailing, and the differences between these industries. It considers how different strategic approaches influence new product design and purchasing, as well as the importance of economic, legal and financial issues. Students will acquire expertise in how to plan and develop a range of products; how to develop pricing strategies, and how to work with strategic suppliers and partners to get a product that exceeds consumer needs to market ahead of the competition.

The key elements of the curriculum are as follows:

- Organisational approaches to buying and the impact on the brand
- Process models of buying
- Competitor analysis
- Impact of trends and fashion on new product development
- Impact of innovation and technology on new product development
- Range planning
- Quality strategies and quality assurance
- Supplier selection and management
- Sustainability of product sourcing

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CB717		Retail Sales Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand the theories of retail change and the development of multi-channel and global retailing strategies.
- Critically evaluate the role of store visual merchandising techniques and website design, and how this contributes to corporate image and sales.
- Understand customer service management techniques and analyse the impact of different strategies.
- Critically assess the other complexities of retail management to create a shopping experience that maximises customer satisfaction in relation to staff, stock and Corporate Social Responsibility (CSR) strategies.
- Develop and apply selling skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- design, select and organise information (written and visual);
- undertake independent and self-managed learning;
- propose solutions to problems based on analysis and discussion / debate;
- make an effective contribution to organisational decision-making.

Method of Assessment

Main assessment methods:

- Individual Essay (2500 words) (70%)
- Group Presentation (30%)

Reassessment methods:

Reassessment Instrument: Like for like

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

BUSN3710 Marketing Principles

Synopsis *

This module explores the ever-changing trends of retailers both in the UK and globally. It will explore the dynamics of multi-channel retailing following the development of on-line retailing. It will also consider the store design and visual merchandising techniques that influence the characteristics of the retail brand and environment, which encourage a satisfying retail experience. The learner will understand how to analyse and interpret how the location of products in line with store purchasing and marketing policies influences sales and profit. The complexities of store management will further be explored.

Indicative topics are:

The dynamics of retail management and the macro environment

Retail theories and strategic approaches

Store formats

Store location and international factors

E-Retail

Store design and visual merchandising

Store operational management

Customer service and the customer experience

Commercial management and selling skills

Case Studies of Food and Fashion retailing

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CB720		Business Information Systems				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

CB721		Merchandising and Sales Planning				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Medway	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

CB722		Retail Distribution and Supply Chain			Management	
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

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CB723		Business Valuation and Financial Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Lectures x 22hrs

Seminars x 10hrs

Independent study x 118hrs

Total hours x 150hrs

Learning Outcomes

Knowledge and systematic understanding of the technical, economic and social environment within which corporate financial statements are analysed.

Knowledge, understanding, and application of company valuation models and the role of corporate financial statements in company valuation.

Knowledge and systematic understanding of the technical language and practices employed in the analysis of financial statements and be able to deploy them within analysis of financial statements.

Knowledge and systematic understanding of alternative technical languages and practices proposed for use in the analysis of financial statements and be able to deploy them within analysis of financial statements.

Ability to critically evaluate arguments and evidence in company financial statements and valuations.

Ability to perform company valuations using corporate financial statements and other relevant financial data.

Ability to locate, extract and analyse corporate accounting and financial data from multiple sources.

Method of Assessment

Main assessment methods:

Company Group Report (1500 Words) (15%)

In-Course Test (15%)

Examination, 2 hour (70%)

Reassessment methods:

Reassessment Instrument: 100% exam

Preliminary Reading

Palepu, K.G., Healey, P.M. and Peek, E. (2013) Business Analysis and Valuation: Text and Cases. IFRS Edition, Mason: Thompson South Western

Pre-requisites

AC506: Financial Accounting II or CB715: Business Financial Management

Synopsis *

The aim of this module is to develop students' ability to analyse corporate financial statement information and to make performance evaluations and investment decisions. The module investigates the role of corporate financial statements in the context of company valuation and aim to cover the following topics:

- Foundations of financial statement analysis
- Economic and sector performance
- Financial reporting model
- Critique of financial statements
- Standardising financial statement information
- Ratio analysis
- Economics of valuation and valuation models

CB725		Project Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

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

Total Contact Hours: 21

Private Study Hours: 129

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand the importance of project management for efficient organisational performance, organisational development and business management.
- Critically analyse and reflect upon different approaches to project management and established bodies of knowledge and best practice.
- Evaluate and apply a range of established techniques in the field of project management to the execution of a project.
- Understand and identify the knowledge and skills required for successful project management in organisations.
- Demonstrate understanding, and use, of advanced scheduling and costing software applications

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to select and apply appropriate theory to practical situations and to understand contemporary challenges.
- Read, understand and produce reports within the discipline.
- Demonstrate initiative and personal responsibility in working and studying independently.
- Demonstrate understanding of, and develop, planning skills using appropriate IT applications.

Method of Assessment

Main assessment method:

100% coursework consisting of:

Moodle Test 1 - students will be permitted two attempts (both with randomised multiple-choice questions), being awarded the higher of the two marks: 20%

Moodle Test 2 – One attempt: 20%

Individual Written Report – 3,000 words: 60%

Reassessment method:

100% Coursework

Preliminary Reading

Core textbook:

Pinto, J.K. (2015). Project Management: Achieving Competitive Advantage (Global Edition). 4th edn. London: Pearson

Additional reading:

Larson, E.W. (2017). Project Management: the managerial process. 7th edn. New York: McGraw-Hill

Students will also be encouraged to consult selected articles from the following journals:

International Journal of Project Management

International Journal of Managing Projects in Business

Pre-requisites

CB366: Management Principles

CB367: Introduction to Data Analysis and Statistics for Business

Synopsis *

This module aims to develop a critical understanding of project management to enable students to recognise the importance of the discipline in a variety of organisational and functional contexts. Students should develop a critical understanding of the concepts employed in project management at strategic, systems and operational levels, and an appreciation of the knowledge and skills required for successful project management in organisations. The module adopts the Project Management Institute (PMI) approach to delivering projects, and is structured as follows:

1. Introduction to Project Management
2. Scope Planning
3. Time Planning
4. Cost Planning
5. Risk Planning
6. Earned Value Management
7. Human Resources Management
8. Agile Project Management
9. Benefits Management

CB728 Intermediate Management Accounting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

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CB729		Enterprise and Entrepreneurship				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Create an innovative business venture (enterprise) and apply key areas of a business model to evaluate critically its potential viability and long-term sustainability.
- Understand the barriers to start-up enterprise growth and success and evaluate and apply a range of strategic decisions to maximise the viability of the innovative enterprise.
- Develop a critical awareness of theories underlying the growth and development of enterprises and the stages of the entrepreneurial process.
- Apply theory to practice by leveraging theoretical insights for the development of the innovative enterprise.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate initiative and time-management balancing group-working with independent study.
- Enhance problem-solving skills by identifying potential issues with the aim of finding workable solutions.
- Further develop report writing skills.
- Develop the ability to structure and develop appropriate and effective communication, critically and self-critically

Method of Assessment

Main assessment methods:

Group Pitch (20%)
Business Report (3000 words) (80%)

Reassessment methods:

100% coursework

Preliminary Reading

Stokes D. and Wilson N. (2021) Small Business Management and Entrepreneurship. 8th edn. Cengage Learning EMEA.
Burns, P. (2018) New Venture Creation: A Framework for Entrepreneurial Start-ups. Second Edn. Palgrave.
Osterwalder A. and Pigneur Y. (2010) Business Model Generation. A Handbook for Visionaries, Game Changers, and Challengers Hoboken: John Wiley and Sons.
Mullins J. (2017) The New Business Road Test: What entrepreneurs and executives should do before launching your lean start-up. 5th edn. Pearson.
Dashinsky A. (2020) Generating Product Ideas: Actionable Techniques for Finding New Business Ideas. Independently Published.

Pre-requisites

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Synopsis *

A synopsis of the curriculum:

This module aims to enable students to understand the social and economic changes that have raised the status of enterprise, small business and entrepreneurial ventures in the global economy. It examines the diverse nature of entrepreneurs, their characteristics and motivations, as well as the barriers and issues facing entrepreneurs when planning and establishing a new venture.

The indicative topics of the module are:

- Factors that have influenced the growth of the enterprise culture in the UK.
- The role and relevance of SMEs in the UK economy; definitions of SMEs; statistical information; Government policies and initiatives, and support agencies.
- Whether entrepreneurs are born or made; whether enterprise skills can be taught or learned, and whether entrepreneurs differ from business owners and other managers.
- Enterprise and innovation development in organisations.
- Differences in attitudes, objectives, skill requirements and business strategies between small and large firms.
- Surviving the early stages of business development, including failure rates in new and small enterprises and barriers to growth and development.
- The planning process for starting a new venture – including risks and liabilities; problems and pitfalls, and potential profit and success.
- The protection of ideas and intellectual capital.
- Funding a new enterprise, including via 'friends, family and fools', business angels and venture capitalists.
- Enterprise in different contexts, including corporate enterprise, public sector enterprise and social enterprise.

CB730 Intermediate Financial Accounting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Learning Outcomes

On completion of the module students should be able to have achieved the:

- Knowledge and understanding of the professional and regulatory environments within which financial statements are prepared.
- Knowledge and understanding of the concepts which underpin financial reporting.
- Knowledge and understanding of the technical language and practices employed in the preparation of financial statements.
- Knowledge and understanding of the alternative technical languages and practices proposed for use in the preparation of financial statements to reflect changes in prices.
- Ability to make adjusting entries and produce financial statements in prescribed formats including sole traders, partnerships, clubs and Limited Companies
- Understanding of capital structures and how to interpret financial statements at a high level.

Method of Assessment

- 2 hour examination (70%)
- Unseen Computational In Class Test (15%)
- Individual Essay - 1000 words (15%)

Preliminary Reading

Core Textbook:

Benedict, A. and Elliott, B. (2011) Financial Accounting An Introduction 2nd edn. Harlow: Prentice Hall

Further indicative readings:

Thomas, A. and Ward, A.M. (2012). An Introduction to Financial Accounting, 7th edn London: McGraw-Hill, London

Britton, A. and Waterston, C. (2010). Financial Accounting, 5th edn. Harlow: Prentice Hall

McLaney, E.J. and Atrill, P. (2012). Accounting an Introduction London: Pearson

Pre-requisites

CB330 Fundamentals of Financial Accounting

Synopsis *

The main areas covered below will further develop the students understanding of the importance and relevance of financial accounting disciplines. They will also be able to differentiate between various forms of accounts and how to interpret them.

- Adjusting Entries – Provisions and Contingencies
- Partnership accounting
- Capital structure of companies
- Interpretation of financial statements
- Introduction to the role of the auditor
- Measurement problems in traditional accounting
- Leases
- Long Term Contracts

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CB731		Strategy Theory and Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

CB732		Financial Regulations and Reporting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

CB733		Business Ethics and Sustainable Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- analyse the relationship between business and society over time
- understand the key principles of sustainability in business practice and be able to debate the main ethical, economic, social and environmental challenges faced by public, private and not for profit organisations
- compare and contrast different theoretical frameworks and paradigms, and apply to a range of contemporary challenges
- display knowledge of the relationship between ethical and sustainable management and organisational performance, behaviour, reporting and governance
- demonstrate analytical skills needed to develop, implement and assess sustainability frameworks in business practice

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate an ability to manage ethically
- generate solutions and address problems
- work with others
- present a logical case/argument
- let decision making be informed by analytical developments

Method of Assessment

Main assessment methods:
Group Presentation (20%)
Moodle MCQ Test (20%)
2 hour examination (60%)

Reassessment method:
100% exam.

Preliminary Reading

Crane, A and Matten, D (2016), Business Ethics: Managing corporate citizenship and sustainability in the age of globalization, 4th Edition, Oxford: Oxford University Press

Ferrell, O.C., Fraedrich, J. and Ferrell, L. (2017). Business Ethics: Ethical Decision Making and Cases. 11th Edn. Boston, MA: Cengage Learning

Nicholls, A., and Murdoch, A. (2012), Social Innovation: Blurring Boundaries to Reconfigure Markets London: Palgrave MacMillan

Stanwick, Peter, and Stanwick, Sarah (2014), Understanding Business Ethics London: Sage Publications

Well, G (2013), Sustainable Business: Theory practice for Business Under Sustainability Principles Northampton, MA: Edward Elgar Publishing Inc

Young, Scott T., and Dhanda, K. Kathy (2013), Sustainability – Essentials for Business London: Sage Publications

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Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis *

Business ethics and sustainability are central to contemporary management and thus this module will explore the following topics:

- History, definitions and timeline of society's view on business ethics and sustainability
- Cross-disciplinary approaches to ethics and sustainability
- Role of globalisation, policy and culture
- Ethics and ethical dilemmas
- Change Management, Values, Governance and Leadership
- Sustainable Business Models
- Social Innovation
- Partnerships and collaboration
- Responsible Supply Chain Management
- Environmental Assessment Frameworks and Sustainable Management in practice
- Sustainable Supply Chain Management
- Innovation and creativity
- The role and responses of Corporations, SMEs, Public and not-for-profit organisations

CB734 Introduction to Social Marketing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

CB735 Branding						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate knowledge and understanding of brand taxonomy, including corporate reputation, product and service brand, and branding;
- understand brand positioning and values as well as associated issues;
- understand brand loyalty, brand equity and associated implications;
- demonstrate knowledge and understanding of how to plan and implement brand marketing programmes and to execute the crucial tasks in strategic branding;
- build a systematic understanding of how to measure and monitor brand performance and apply this knowledge in actual business situations;
- demonstrate critical awareness of issues related to growing and sustaining brand equity and systematically apply these in brand management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-management skills
- exercise personal responsibility and decision-making
- work in interdisciplinary areas
- identify, analyse, and address both academic and practical problems
- communicate effectively through oral and written presentations

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Method of Assessment

Main assessment methods:
Individual report (1500 words) (30%)
Examination, 2 hours (70%)

Reassessment method:
100% Exam

Preliminary Reading

Keller, K.L. (2013). Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 4th Edition (Global Edition), London: Pearson. (ISBN-13: 9780273779414)

Roper, S. and Hill, C. (2012). Corporate Reputation, 1st Edition, London: Pearson. (ISBN: 9780273727590)

Keller, K.L (2008). Best Practice Cases in Branding for Strategic Brand Management, 3rd Edition, London: Prentice Hall. (ISBN-10: 013188865X)

Walvis, T. (2010). Branding with Brains: The science of getting customers to choose your company, London: Prentice Hall. (ISBN-10: 0273719955)

Pre-requisites

BUSN3700 Introduction to Marketing – pre-requisite
BUSN7380 Buyer Behaviour – co-requisite

Restrictions

Available to short-term/exchange students

Synopsis *

This module introduces students to core theories about brand, branding and brand management as well as contemporary issues related to branding and brand management. It is based around understanding what brand, branding, and brand management are and illustrating effective brand management practices through a systematic and strategic branding process. This module will include:

- Introduction to Brand and Branding
- Brand positioning and values
- Brand loyalty and brand equity
- Plan and build brand equity
- Brand performance
- New products and brand extensions
- Manage brand over time

CB736 New Product Marketing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

CB737 Marketing Management Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	
1	Canterbury	Whole Year	H	30 (15)	100% Project	

Contact Hours

Total contact hours: 20
Private study hours: 280
Total study hours: 300

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify an appropriate marketing topic on which to write the report;
- integrate the key, concepts, theories and issues in marketing management;
- develop a further understanding of the role of marketing in the firm and the business environment;
- analyse the environment in different markets at both the micro and macro levels and investigate the strategic implications for a firm;
- critically evaluate and interpret information and data sources to inform marketing strategy;
- apply theory and concepts in marketing management to justify decisions and demonstrate critical thinking and analytical skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- self- manage;
- show initiative;
- work in interdisciplinary areas;
- frame questions to address problems;
- communicate information, ideas, problems and solutions effectively through oral and written presentations.

Method of Assessment

Main assessment methods

Progress Report (10%)

Individual Presentation (10%)

Individual report (8000 - 10000 words) (80%)

Reassessment methods

Reassessment Instrument: 100% project

Preliminary Reading

Core text:

Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students*. 7th Edn. Harlow: Pearson

Other recommended texts:

Bazeley, P. and Jackson, K. (2013). *Qualitative Data Analysis with NVivo*. 2nd Edn. London: Sage.

Bryman, A., & Bell, E. (2015) *Business Research Methods*. 5th Edn. Oxford: Oxford University Press. Creswell, John, W. (2009). *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage

Davies, M.B. (2007). *Doing a Successful Student Research Project using Qualitative or Quantitative Methods*. Basingstoke: Palgrave Macmillan

Gray, D. (2009). *Doing Research in the Real World*. London: Sage

Healey, J. F. (2015). *Statistics. A Tool for Social Research*. Stamford, CT: Cengage Learning

Pre-requisites

BUSN3700 Introduction to Marketing.

Pass rate 55% in stage 2.

Restrictions

Available to short-term/exchange students

Synopsis *

The aim of the module is to provide students with an opportunity for an in depth independent study of an aspect of marketing management chosen by the student in agreement with the convenor and supervisor. It also aims to develop student's research, writing and communication skills.

The topics covered will include:

- Developing marketing plans and strategies
- Literature search and data collection
- Use and analysis of consumer research and market information
- Preparing and structuring the Marketing Report
- Referencing, Citations and Developing writing skills
- Presentation skills

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CB738 Buyer Behaviour						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate knowledge and understanding of the nature of the consumer and contemporary perspectives of consumer behaviour.
- understand the role of culture, consumer culture and changing social patterns in consumer behaviour.
- understand the contributions that concepts and theories (learning theories, identity and motivational theory) in psychology make to understanding consumer behaviour.
- demonstrate knowledge and understanding of ethical and dark consumption and to develop critical thinking in the field of consumer behaviour.
- demonstrate understanding of organisational decision-making processes
- understand sociological approaches to a variety of individual and collective consumer behaviours.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-management skills
- exercise personal responsibility and decision-making
- work in interdisciplinary areas
- identify, analyse, and address both academic and practical problems
- communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods

Group Presentation (20%)

VLE Test - online (20%)

Individual Written Assessment (2000 words) (60%)

Reassessment methods

100% coursework

Preliminary Reading

Pre-requisites

BUSN3700 Introduction to Marketing

Synopsis *

This module introduces students to core concepts and theories about consumer behaviour, including individual and organisational perspectives. It is based around understanding the critical application of sociological, economic, socio-psychological and psychological concepts to and theories to consumption.

Indicative topics are:

- Consumer Research Philosophies: What is a consumer?
- Culture: Components of Culture, myths and rituals
- Marketplace cultures
- Dark Consumption and Ethical Consumption
- Personality, Identity and the Self
- Motivational Theories
- Learning Theories
- Organisational Buying Behaviour

CB740 The Management of Operations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

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CB742		Creating Your Own Enterprise				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of the financial processes relevant to a new business venture and/or enterprise.
- Apply a critical understanding of the legal implications of developing a new business.
- Demonstrate through the production of a Business Plan/Presentation the understanding of the planning processes for implementing the proposed venture and/or enterprise.
- Apply established marketing processes relevant to a new business venture and/or enterprise.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Co-operate with others in the acquisition and application of useful information.
- Communicate information, ideas, problems and solutions effectively using appropriate media to both specialist and non-specialist audiences.
- Demonstrate initiative and personal responsibility in working and studying independently.
- Apply the methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding to initiate and carry out a project.

Method of Assessment

Main assessment methods:

Team case study analysis (2000 words) (15%)

Individual Business elevator Pitch (Presentation) (5 mins) (15%)

Individual Business Plan (3000 words) (70%)

Reassessment methods:

100% coursework

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

Prerequisite BUSN3710 Marketing Principles

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Synopsis *

The understanding and application of enterprise knowledge is seen as a transferable skill that can have cross-division application within the University, in that it has relevance to students from a broad range of academic disciplines who might be considering self-employment after graduation.

The curriculum is based on the Small Firms Enterprise Development Initiative (National Standards-setting body for small business) Standards for Business Start-up but has been expanded to include contemporary issues such as Intellectual Property and recent legislation.

Indicative areas of study are:

- Why firms become insolvent – economic financial and operational reasons for business failure; risks & liabilities; skills requirements for business ownership; self-development planning; sources of advice, and support for businesses.
- The new business planning process and format - developing and evaluating the business idea and producing a business plan for potential lenders.
- Financial aspects – budgetary planning and control; cash-flow and working capital; understanding financial accounting and key financial documents; break-even analysis; credit control, and debt recovery.
- Market research, competition and barriers to market entry - identifying customers; market segmentation; planning the sales and marketing processes; customer perceptions and customer care, and developing quality standards for the business
- Legal issues - reporting requirements; UK & EU law relevant to small businesses; business formats and trading status and their respective risks and liabilities; insurance; insolvency, and intellectual property rights such as patents and copyright.
- Planning and employing staff - planning and obtaining premises; physical and financial resources, and the phased implementation of the business plan.
- Commercial Presentation – prepare and facilitate a commercial business presentation on a newly created venture
- Financing of the venture- Understanding different sources of financing start-ups, understanding the benefits, shortcomings, and requirement of each method

CB744 Creativity, Innovation and Organisation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	I	15 (7.5)	100% Exam	
2	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the key concepts and theories of organisational behaviour, creativity and innovation
- understand the key elements and operation of organisations and the process of innovation;
- analyse the strengths and weaknesses of various organisational and innovation theories;
- apply these theories to practical issues associated with the management of creativity and innovation in organisations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan, work and study independently using relevant resources;
- appreciate the context in which management decisions are made, drawing on the scholarly and critical insights of the Social Sciences;
- appreciate and understand the relationships between the theories of behavioural science and the practical experiences of management and behaviour of people at work;
- use group working skills, including listening, responding to different points of view, negotiating outcomes, and planning and making a joint presentation;
- present a cogent argument orally, demonstrating good vocal skills which match the environment, and making use of appropriate presentational tools;
- retrieve information from a variety of resources.

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Method of Assessment

Main assessment methods:

In-Course essay (20%)
Group Presentation (20%)
Examination, 2 hour (60%).

Reassessment method:

100% exam.

Preliminary Reading

Bilton, C. (2007). *Management and Creativity: From Creative Industries to Creative Management*, Oxford: Blackwell Publishing.

Christensen, C. (2013). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*. Boston: Harvard Business Review Press.

Cropley, D. (Ed.). (2010). *The Dark Side of Creativity*. Cambridge: Cambridge University Press

Csikszentmihalyi, M. (2013). *Creativity: The Psychology of Discovery & Invention*, Modern Classics Edition, New York: Harper Perennial.

Dawson, P., & Andriopoulos, C. (2014). *Managing Change, Creativity and Innovation*. London: Sage Publications.

Helfat, C. E., Finkelstein, S., Mitchell, W., Peteraf, M., Singh, H., Teece, D., & Winter, S. G. (2009).

Dynamic Capabilities: Understanding Strategic Change in Organizations. Chichester: John Wiley & Sons.

Sennett, R. (2012). *Together: The Rituals, Pleasures and Politics of Cooperation*. New Haven, London: Yale University Press.

Sennett, R. (2009). *The Craftsman*. London: Penguin Books.

Tidd, J., & Bessant, J. (2011). *Managing Innovation: Integrating Technological, Market and Organizational Change*. Chichester: John Wiley & Sons.

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis *

The module aims to provide a critical understanding of the challenges of managing creativity and innovation within contemporary organisations. The experience of work and employment, management practices are affected by rapid technological change, intensifying global competition and changing demographic profiles and values of the work force. Contemporary organisations are pressurised to tackle these developments through creativity, innovation and new organisational forms. This module examines the nature, antecedents, processes and consequences of creativity and innovation and their complex links with organisation, while also exploring major social and technological changes relating these to organisational creativity and innovation. Students will be introduced to the main concepts and theories on creativity, innovation and organisation through readings and discussions of the main themes and debates in the field. Case studies will be used to illustrate how these concepts are connected together and how they could impact upon management decision making within contemporary organisations. Students will be encouraged to explore some of the most notable historical and contemporary shifts in media and technology and discover how new organisational forms and methods have been devised to exploit them. They will develop awareness for the cross-fertilisation between disciplines in analyzing the dynamics of creativity, innovation and organisation and their complex relationships.

Topics include:

- Conceptual foundations of creativity, innovation and organisation
- Personality and individual creativity
- Organisational creativity and innovation
- Cognition, knowledge and creativity
- Models and processes of innovation
- Organisational culture and systems for supporting creativity and innovation
- Leadership and entrepreneurship
- Creative organisations across fields/ industries
- Socio-technological change and new forms of organisation.

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CB746 Cross-Cultural Management						
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	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- examine different approaches to study cross-cultural management at different levels of culture, in particular, at the level of national culture;
- demonstrate an in-depth knowledge of traditional and current approaches to study differences between cultures;
- examine the effects of cross-cultural differences in a range of managerial areas
- demonstrate critical awareness of the underlying assumptions and problems of traditional approaches to study differences between cultures;
- critically evaluate alternative approaches to study cultural differences and understand their practical relevance

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- apply underlying concepts and principles to a variety of relevant contexts;
- draw on existing research to initiate and undertake critical analysis of new information, and to propose solutions to problems arising from that analysis;
- communicate information, arguments, and analysis, both orally and in writing
- work effectively and take shared responsibility in groups.

Method of Assessment

Main assessment methods:

Group Presentation (20%)

Individual Reflective Report (2,000 words) (40%)

Individual Essay (2,000 words) (40%)

Reassessment method:

100% coursework

Preliminary Reading

Browaays, M-J. & Price, R. (2013) Understanding Cross-cultural Management, 2nd edition, Upper Saddle River: Pearson Prentice Hall

Deresky, H. (2017). International Management: Managing Across Borders and Cultures, 9th edition, Harlow: Pearson

Primecz, H, L. Romain & S. Sackman (2011) Cross-cultural Management in practice, Cheltenham: Edward Elgar

Branine, M (2011) Managing Across Cultures, London: Sage

Pre-requisites

BUSN6005 International Business: Theoretical Insights

Restrictions

Available to short-term/exchange students

Synopsis *

This module offers a comprehensive introduction to the area of cross-cultural management research. Based on a critical analysis of the assumptions underlying various approaches to studying national cultures, frameworks are applied to understand cross-cultural issues managers in international organisations may face. Indicative topics are:

- Management and culture
- Different approaches to cross-cultural management
- Cultural-frameworks and its application
- Roles of the global manager
- Global management challenges

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CB747 International Entrepreneurship						
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	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a critical understanding of the key concepts, theories and issues in international entrepreneurship, with a focus on the analysis of the global business environment in which international entrepreneurs operate;
- demonstrate the ability to critically comprehend and utilize key concepts and theories in understanding contemporary issues in international entrepreneurship and apply them to practice;
- demonstrate a holistic and comprehensive understanding of the stages of international entrepreneurial processes facing the entrepreneur;
- demonstrate a balanced view towards the opportunities and barriers to entrepreneur's global expansion path and the strategic decisions necessary to ensure the growth of firms.
- demonstrate the ability to critically evaluate the factors that influence the growth, development, and exit strategies for international entrepreneurs.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work in interdisciplinary areas relating theories from different subjects;
- plan work, study independently and use relevant resources;
- structure and develop appropriate and effective communications, critically and self-critically, orally and in writing;
- receive and use criticism and advice to learn from others constructively;
- produce work in appropriate formats, demonstrating an understanding of academic conventions and nurturing a critical thinking approach;
- understand global phenomenon related to entrepreneurship/enterprise critically;
- work efficiently and effectively in multicultural teams.

Method of Assessment

Main assessment methods:

Group Presentation (30%)
Individual Report (3500 words) (70%)

Reassessment method:

100% coursework

Preliminary Reading

Hirich, R.D. (2013) *International Entrepreneurship: Starting, Developing, and Managing a Global Venture*, 2nd Edition, London: Sage.

Useful texts for complementary and background reading includes:

Etemad, H., Madsen, T. K., Rasmussen, E.S. and Servais, P. (2013) *Current Issues in International Entrepreneurship*, Cheltenham, UK: Edward Elgar

Gabrielsson, M. and Kirpalani, V.H.M. (2012) *Handbook of Research on Born Globals*, Cheltenham, UK: Edward Elgar

Pre-requisites

BUSN6005 International Business: Theoretical Insights

Restrictions

Available to short-term/exchange students

Synopsis *

This module offers both theoretical frameworks and practical guidance for students to understand and evaluate the entrepreneurial opportunities, global expansion path, entrepreneurial decision making, and entrepreneurial mobility in the context of international entrepreneurship. The overall aim is to obtain a holistic as well as nuanced global perspective related to international entrepreneurship.

- Theories of international entrepreneurship
- International opportunities and global entrepreneurial team
- Entrepreneur's global expansion path
- Born-global firms
- High-impact/ high-growth entrepreneurship
- Entrepreneurial mobility/ transnational entrepreneurs
- Regional entrepreneurship and innovation clusters
- Institutional environment and exit strategy

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CB748 International Business Management Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	

Contact Hours

Total contact hours: 20
 Private study hours: 280
 Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify and critically analyse an appropriate international business topic on which to write the report
- Integrate the key concepts, theories and issues in international business and appreciate the interdisciplinary nature of the field.
- Demonstrate a further understanding of the role of international activities for various types of firms.
- Analyse the environment in different countries at both the micro and macro levels and investigate the implications for the international strategies and/or operations of firms
- Critically evaluate and interpret information and data sources in an international context.
- Apply International business theory and concepts to justify decisions and demonstrate critical thinking and analytical skills.
- Synthesise material from International Business modules to inform the analysis in the project.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work autonomously on a substantive piece of research.
- Show initiative in developing an advanced research agenda.
- Work in interdisciplinary areas and draw on current research in adjacent disciplines.
- Engage with current literature to develop novel ideas.
- Communicate complex information, ideas, problems and solutions effectively in writing.

Method of Assessment

Main assessment methods

Progress Report (1000 words) (10%)
 Individual Presentation (10%)
 Individual Report (8000 – 10000 words) (80%)

Reassessment method:

100% project

Preliminary Reading

Dunning, J. and Lundan, S. M. (2008), *Multinational Enterprises and the Global Economy*, 2nd Edition, London: Edward Elgar

Rugman, A. (2010), *The Oxford Handbook of International Business*, Oxford: Oxford University Press

Sekaran, U. and Bougie, R. (2012), *Research Methods for Business*, 6th Edition, Chichester: John Wiley and Sons

Pre-requisites

BUSN6005: International Business: Theoretical Insights.

Pass rate 55% in stage 2.

Restrictions

Available to short-term/exchange students

Synopsis *

This module will allow students to work on a substantive piece of research which will allow them to obtain in-depth knowledge of a particular subject area within the field of International Business.

Developing phenomenon-based and/or theory driven research questions in the area of international business

Literature search and review

Understanding different research designs used in International Business research projects

Collection, use and analysis of secondary and primary data

Preparing and structuring the International Business Project

Referencing, Citations and Developing writing skills

Presentation skills

CB749 International Business: Modes and Functions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically analyse core issues related to the expansion and management of a firm's operations across international borders;
- critically analyse the choice and design of market entry modes and apply this to practical cases;
- evaluate the key elements of import and export strategies, the role of several types of trading companies in exporting and the role of counter trade in international business;
- critically analyse the management of various types of international collaborative arrangements; discuss the reasons for multinational enterprises to take part in such collaborations; critically analyse various factors that can lead to the failure of international collaborative arrangements; evaluate several strategies that can lead to the success of international collaborative arrangements
- evaluate the management of functional areas in multinational firms (e.g. marketing, human resource management, supply chain management, finance or research and development).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- present a logical case/argument
- plan work, study independently and use relevant resources
- structure and develop appropriate and effective communications, critically and self-critically, orally and in writing
- receive and use criticism and advice so as to learn from others
- produce work in appropriate formats, demonstrating an understanding of academic conventions
- inform decision making by theoretical developments
- work effectively in teams

Method of Assessment

Main assessment methods:

Group Presentation (10%)
Individual Report (2000 words) (20%)
Examination, 2 hour (70%)

Reassessment method;

100% Exam

Preliminary Reading

Buckley, P. and Casson, M. (2002). *The Future of the Multinational Enterprise*, Palgrave: Basingstoke

Daniels, J.D., Radebaugh, L.D. and Sullivan, D. (2015) *International Business: Environments and Operations*, 15th Edition, Pearson Education Limited: Harlow, UK.

Ghoshal, S. and Westney, D. E. (2005) *Organization Theory and the Multinational Corporation*, 2nd edition, Palgrave: Basingstoke.

Hill, C. and Hult, G.T.M. (2017) *International Business. Competing in the Global Market*, 11th Edition, McGraw-Hill: New York.

Pre-requisites

CB6005 (CB739) *International Business: Theoretical Insights*

Restrictions

Available to short-term/exchange students

Synopsis

This module offers a critical analysis of how multinationals select their target markets and modes of entry and how they manage their various functions in an international context, balancing the needs for global integration and local responsiveness respectively.

- Managing the internationalisation process
- Country selection
- Choosing and designing entry modes
- Managing collaborative arrangements
- International marketing
- International human resource management
- International supply chain management
- International finance
- Research and development in an international perspective
- Managing multinationals using electronic commerce
- Managing multinationals responsively

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CB750		Project Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the importance of project management for efficient organisational performance, organisational development and business management;
- critically analyse and reflect upon different approaches to project management and established bodies of knowledge and best practice;
- evaluate and apply a range of established techniques in the field of project management to the execution of a project;
- understand and identify the knowledge and skills required for successful project management in organisations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate development of analytical skills by linking theoretical perspectives to practical situations;
- select and apply appropriate data and information;
- communicate effectively both orally and in writing using appropriate media for an appropriate audience;
- demonstrate initiative and personal responsibility in working and studying independently;
- produce technical reports

Method of Assessment

Main assessment methods

Individual Report (3,000 words) (60%)

MCQ 1 test 20%

MCQ 2 test 20%

Reassessment methods

100% coursework

Preliminary Reading

Core textbook:

Burke, R. (2017) Fundamentals of Project Management, Project Management Series, 2nd edition, Burke Publishing

Maylor, H. (2010). Project Management. London: FT Prentice Hall

Further suggested readings:

Larson, E.W. and Gray, C.F. (2010). Project Management: the managerial process. 5th edn. New York: McGraw-Hill

Jeffery K. (2012). Project Management, Achieving Competitive Advantage. 3rd edn. London: Pearson Education

Mantel, S. J. et al. (2010). Project Management in Practice. 4th edn. New York: John Wiley & Sons

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis ***/**

Project Management aims to provide an understanding of the key concepts and practices within the context of the organisational setting and the wider business and technological environment.

This module aims to develop a critical understanding of project management to enable students to recognise the importance of the discipline in a variety of organisational and functional contexts. Students should develop a critical understanding of the concepts employed in project management at strategic, systems and operational levels, and an appreciation of the knowledge and skills required for successful project management in organisations.

Included topics of the module are:

- Project life cycles and alternative development paths;
- Feasibility studies;
- Time management;
- Project planning and control techniques, including Gantt charts, CPM;
- Resource planning;
- Quality Control;
- Project communication;

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CB751 Psychology of the Contemporary Workplace						
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	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total Contact Hours: 21
Private Study Hours : 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand the relevance of psychological theories of the workplace to contemporary organizations
- Critically evaluate and analyse the key factors shaping and changing the contemporary work environment
- Demonstrate a critical and detailed understanding of best practice in regards to maintaining and improving levels of employee engagement and satisfaction in the workplace
- Understand and analyse the behavioural elements of people management from a psychological perspective in the workplace
- Assess contemporary theoretical developments around psychology and the workplace

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Synthesise information clearly and critically
- Select and organise complex information from a variety of sources
- Structure and express complex arguments using relevant social science concepts and theories
- Communicate effectively orally and in writing
- Demonstrate efficient time management skills

Method of Assessment

Main assessment methods

Examination - two hours duration, closed book and unseen: 60%

Individual Report (2,500-3,000 words): 40%

Reassessment methods

Reassessment: 100% examination

Preliminary Reading

Arnold, J. and Randall, R. et al. (2016) *Work Psychology: Understanding Human Behaviour in the Workplace*, 6th Edition. London: FT Prentice-Hall

Lewis, R & Zibarras, L. (2013) *Work and Occupational Psychology: Integrating Theory and Practice*. London: Sage

Woods, S.A. & West, M.A. (2014) *The Psychology of Work and Organizations*. 2nd Edition Andover: Cengage Learning EMEA

Pre-requisites

None

Restrictions

Available to short-term/exchange students

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Synopsis *

This module presents an overview of what work psychology is and its relevance and usefulness in improving our understanding and management of people (including ourselves) at work. Many work places operate sophisticated and expensive systems for assessing the costs and benefits of various workplace elements but often do not extend this to the management of employees. This module aims to demonstrate the benefits of having a comprehensive understanding of the role psychology can play in the management of people in contemporary organizations. Indicative content includes:

- Work psychology
- Individual differences and psychometrics
- Best practice personnel selection
- Stress and well-being
- Motivation
- Stereotypes and group behaviour
- Leadership and diversity
- The dark side of personality
- Political behaviour in the workplace
- The psychology of entrepreneurs
- Using work psychology to enhance employability

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CB753 International and Comparative Human Resource Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Lectures 11
Seminars 10
Private study 34
Preparation for seminars 20
Preparation for
Module tasks 30
Preparation for assignments 45

Total hours 150

Learning Outcomes

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

- 11.1 Understand and evaluate comparative international employment relations systems
- 11.2 Critically understand the relationship between the management of human resources and the management of employment relations
- 11.3 Acquire a coherent and detailed understanding of the development of employment relations and human resource management in emerging and established economies
- 11.4 Critically evaluate the conflicting interpretations of the forces of convergence and divergence in the sample countries
- 11.5 Assess contemporary theoretical developments around HRM & employment relations

12. The intended generic learning outcomes.

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

- 12.1 Organise and present an analysis as a considered viewpoint
- 12.2 Select, organise and synthesise complex information from a variety of sources
- 12.3 Contribute effectively to organisational decision making in the context of preparing a group presentation
- 12.4 Communicate effectively orally and in writing
- 12.5 Communicate to different audiences using appropriate media
- 12.6 Demonstrate efficient time management skills

Method of Assessment

Group Presentation 10%
Timed essay 20%
Final examination – 2 hour, closed book 70%

Preliminary Reading

- Bamber, G. Lansbury, R. and Wailes N. (2011) International & Comparative Employment Relations, 5th Edition, London: Sage
- Crawley, E., Swailes, S. and Walsh, D. (2013) Introduction to International Human Resource Management, Oxford: Oxford University Press
- Dowling, P., Festing, M. and Engle, A. (2013) International Human Resource Management, 6th Edition, Andover: Cengage Learning
- Harzing, A. and Pinnington, A. (2011) International Human Resource Management, 3rd Edition, Sage
- Reman, T. and Wilkinson, A. (2008) Contemporary Human Resource Management, 3rd Edition, London: Prentice Hall
- Williams, S. and Adam-Smith D. (2006) Contemporary Employment Relations: A Critical Introduction, Oxford: Oxford University Press

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis *

International and Comparative Human Resource Management aims to provide an analysis of the HRM systems in seven countries: USA, Germany, Sweden, France, Italy, China and India. Students will be introduced to the main concepts and theories through readings and discussions of the main authors in the field. Within a broad historical context, an international comparative approach will be adopted to consider the development of the relationship between national governments, employers and trade unions. This will include an investigation of the development and decline of employment relations systems and the emergence of human resource management.

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CB754		Corporate Social Responsibility				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

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CB755		Business Management Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	
2	Canterbury	Whole Year	H	30 (15)	100% Project	

Contact Hours

Total contact hours: 20
Private study hours: 280
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- recognise business problems and prioritise the need for solutions to these problems;
- integrate the key concepts, theories and issues in business and management and appreciate the interdisciplinary nature of the field;
- apply the knowledge from 8.2 above to frame a business problem and devise and execute a research project to address this;
- critically analyse, synthesise, interpret and evaluate data and information in a business and management context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work autonomously on a substantive piece of research;
- show initiative in developing an advanced research agenda;
- work in interdisciplinary areas and draw on current research in adjacent disciplines;
- engage with current literature to develop novel ideas;
- communicate complex information, ideas, problems and solutions effectively in writing;
- communicate complex information, ideas, problems and solutions orally in a presentation setting.

Method of Assessment

Main assessment methods

Progress Report (1000 words) (10%)
Individual presentation (10%)
Individual Report (8000 – 10000 words) (80%)

Reassessment methods

Reassessment Format: 100% project

Preliminary Reading

Weyers, J. and McMillan, K. (2007) How to Write Dissertations and Project Reports, London: Prentice Hall

Blumberg, B., Cooper, D.R. and Schindler, P.S. (2011) Business Research Methods, 3rd Edition, New York: McGraw Hill

Bryman, A. and Bell, E. (2006) Business Research Methods, Oxford: Oxford University Press

Pre-requisites

BUSN3120 Introduction to Management. Pass rate 55% in stage 2
(Pre-requisites not applicable to students on the BA Business Top-up programme)

Restrictions

Available to short-term/exchange students

Synopsis *

This module will allow students to work on a substantive piece of research which will allow them to frame and prioritise real business problems using well known fields and frameworks within academic business and management disciplines.

- Developing important research questions in the area of business and management
- Literature search and review
- Understanding different research designs used in business and management research projects
- Collection, use and analysis of secondary and primary data
- Developing Analytical and Critical Thinking in using theory and data to frame and address business and management problems
- Preparing and structuring the Business/Consultancy Project
- Referencing, Citations and Developing writing skills
- Communication and Presentation skills

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CB756 Digital Information Systems: A Management Perspective						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- analyse the potential disruptive digital innovations in terms of products, services and sustainability;
- assess the business value of digital technologies using academic and practitioners' methods and approaches;
- deconstruct complex technology-oriented solutions and apply them to a business;
- engage critically with theory and consultancy IT practices, by generating creative solutions that are aligned with the overall business strategy.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate working creatively and flexibly as part of an academic group;
- produce statistical and mathematical forms of analysis used in business to justify expenditure;
- research a topic, extract and synthesise information from a range of written and spoken sources, and formulate a response;
- distinguish between fact and opinion, between what is relevant and what is not and between opposing views based upon conflicting evidence;
- demonstrate independent learning and time management;
- analyse and critically assess information from a variety of texts and come to an informed conclusion with limited guidance

Method of Assessment

Main assessment methods

Group Pod Cast Presentation (30%)

Individual Report (2000 words) (70%)

Reassessment method:

100% coursework.

Preliminary Reading

Chesney, T., Reynolds, G., Stair, R.M., (2015) Principles of Business Information Systems, 2nd Revised edition, Andover: Cengage Learning EMEA

Whitely, D., (2013) An Introduction to Information Systems Paperback, London: Palgrave Macmillan

Oakey, R., Groen, R., Cook, G. and Van der Sijde, P. (2012) New technology-based firms in the new millennium. Bingley, UK: Emerald

Jordan, J., (2012) Information, Technology, and Innovation: Resources for Growth in a Connected World, London: John Wiley & Sons

Grant, K; Hackney, R., & Edgar, D., (2010) Strategic Information Systems Management: priorities, procedures & policy, Andover: Thompson/Cengage Publishing, EMEA

Pre-requisites

Introduction to Management (CB312)

Introduction to Data Analysis and Statistics for Business (CB367)

Restrictions

Available to short-term/exchange students

Synopsis *

Information Systems (IS) are at the heart of every business and pervade almost every aspect of our lives (work, rest and play). Information Systems are treated in this module within the context of the social sciences, offering students a management and organisational perspective on the role of IS in business and how they are managed. This module is not technically orientated but designed to show how information systems are conceived, designed, implemented and managed in contemporary organisations.

The aim of this module is to provide students with the methods and approaches used by managers to exploit new digital opportunities and position their organisations to realise enhanced business value. By the end of this module, students will be equipped with the necessary tools to deal with current business issues including digital transformation through information systems and emerging business models via technological innovations.

CB757 Research and Consultancy Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 23
Private study hours: 127
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- apply research methods knowledge and skills with originality in situations of a professional nature;
- search for, retrieve, select and critically evaluate information - especially published literature in books, journals and web resources - to support research and consultancy objectives;
- critically evaluate various research approaches, methods and techniques for their chosen topic of further study/research, or to assist in organisational problem solving via a consultancy intervention;
- discuss the ethical and practical issues and implications of undertaking research and or consultancy based applied projects;
- develop a research proposal within a team environment and in a scholarly style appropriate to dissertations and projects at undergraduate level; or to develop a tender specification for a client

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- analyse problems/questions and take steps needed to find solutions/answers;
- plan and organise their time and activities effectively to deliver outputs;
- acquire and utilise data, tools, techniques and resources required for producing outputs effectively for meeting goals and objectives;
- demonstrate effective performance within a team environment and the ability to recognise and utilise others' contributions in a group process

Method of Assessment

Main assessment methods:

Group report – 1500 words (20%)

Individual Research Report or Research Proposal (4000 words) (80%)

Reassessment method:

100% coursework.

Preliminary Reading

Phillips, P. A. Subramanian, K V and Newman, V. (2019). Management Consultancy Through an Academic and Practitioner Perspective. Chennai, India: Notion Press.

Saunders, M., Lewis, P., & Thornhill, A (2015). Research Methods for Business Students. 7th ed. London: Financial Times Prentice Hall

Wickham, L. and Wilcock, J., (2016). Management Consulting 5th edn: Delivering an Effective Project. Pearson Higher Ed.

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis *

This module introduces students to the nature of research and the business consultancy processes involved in carrying out research and consultancy in an area of management, technology and enterprise. The module prepares students for their respective independent research work in an organisational or industry context; and for undertaking management interventions in the workplace.

Indicative topics may include:

- Research approaches, Philosophy of thinking and claims; and key methodologies of research.
- Research and consultancy project designs and methodologies (case study, survey, etc):
- Formulating research & consultancy aim(s) and objectives;
- Nature of consultancy and consultancy approaches/interventions;
- Data collection and analysis
- Role of management consultancy;
- Research reports and proposal writing, research ethics and project planning.
- The management consulting process;
- Control and communication in management consultancy
- Strategy problem solving skills;
- Ethical management consultancy

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CB758 Marketing Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and systematic understanding of the difference between strategic management and marketing strategy.
- Assess the marketing environment and identify opportunities
- Define objectives and evaluate alternative marketing options.
- Identify appropriate marketing segments for a given product or service and formulate a marketing mix strategy to serve such segment.
- Describe the elements of a marketing plan and the steps on which it is developed.
- Analyse the weaknesses of each element of the marketing plan and propose suitable contingencies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Display self-management skills
- Analyse appropriate data and information.
- Identify and appraise both academic and practical problems
- Effectively communicate through oral and written presentations

Method of Assessment

Main assessment methods:

Examination, 2 hours (60%)

Group Presentation (20%)

VLE Test – MCQ (20%).

Reassessment method:

100% exam

Preliminary Reading

Kotler, P., and Keller, K. L. (2012), Marketing Management, 14th Edition. London: Pearson

Peter, J. P. and Donnelly, J. H. (2013) Marketing Management: Knowledge and Skills, 11th edition. Maidenhead: McGraw-Hill.

Wood, M. B. (2013) The Marketing Plan Handbook, 5th Edition. New York: Pearson New International Edition.

Pre-requisites

CB370 Introduction to Marketing

Restrictions

Available to short-term/exchange students

Synopsis *

The module introduces to students the importance of marketing in competitive and dynamic environments.

- Introduction to strategic marketing – corporate vs. marketing strategies
- Identify and assess marketing ethics dilemmas
- Auditing the external and the internal environments
- Marketing information
- Identifying consumer and business segments
- Formulating marketing goals and specific objectives
- Developing a marketing plan for a commercial or a social organization
- Define adequate control and performance indicators to control the marketing plan

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CB759 Strategic Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 43
Private study hours: 257
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- critically evaluate the role of strategic management within organisations and the process issues associated with the strategic management of organisations
- explain the impact of structure, culture, control and information systems on the strategic management process within organisations
- compare and contrast the relationship between the external context of an organisation and its internal context and their impact on its strategies
- critically understand organisational complexity
- critically apply theories, concepts and frameworks from strategic management to analyse and explain strategy in organisations

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- organise and present an analysis as a considered viewpoint
- communicate effectively
- find, select, organise and synthesise complex information

Method of Assessment

Main assessment methods:

Group Case Report (20%)
Group Presentation (1500 words) (10%)
Examination, 3 hour (70%).

Reassessment method:

100% exam.

Preliminary Reading

Core textbooks include:

Lynch, R. (2015) Strategic Management, 7th edition, Harlow: Pearson Education Limited
Johnson, G., Whittington, R. & Scholes, K. (2014) Exploring Strategy: Text and Cases, 10th edition, Harlow: Pearson Education Limited

Other textbooks include:

Grant, R. M. (2016) Contemporary Strategy Analysis, 9th edition, Chichester: John Wiley & Sons
Haberberg, A. and Rieple, A. (2008) Strategic Management: Theory and Application, Oxford: Oxford University Press
Thompson, J. and Martin, F. (2010) Strategic Management: Awareness and Change, 6th edition, London: South-Western Cengage Learning.
Campbell, D. Edgar D. and Stonehouse, G. (2011) Business Strategy, an introduction, 3rd edition, London: Palgrave Macmillan

Pre-requisites

None

Restrictions

Available to short-term/exchange students

Synopsis *

Strategic Management aims to provide an understanding of strategic analysis, strategic decision-making and strategic processes within and between organisations. The module content combines approaches to strategic management, concepts and frameworks, and issues in strategic management. In particular, the themes covered include: internal and external environment analysis, strategic options, selection and evaluation, organisational structure and culture, the role of knowledge, technology, innovation and entrepreneurship, not-for profit and social enterprises, corporate social responsibility, international strategies, strategic change and building a cohesive strategy. Case studies, which are used throughout the module, provide a vehicle for exploring the relationship between theory and practice in organisations and analysing the implications for strategic direction.

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CB761		Strategic Marketing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of the theoretical frameworks and processes in strategic marketing.
- Make strategic decisions by assimilating and combining different types of industry and market research information to develop marketing strategies for domestic and international markets.
- Evaluate arguments and/or propositions and make judgments that can guide the development of marketing plans and decision-making.
- Demonstrate integrative understanding of the main parameters of managerial problems and develop strategies for their resolution.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate argument, assumptions and data to make reasoned judgments and to frame appropriate questions to achieve a solution.
- Apply a variety of problem-solving tools and methods.
- Effectively communicate the solutions arrived at, and the thinking underlying them, in verbal and written form.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods:

VLE test (20%)
Group Presentation ((Podcast-Pre-recorded -10 mins) (20%)
Individual report (3000 words) (60%)

Reassessment methods:

100% coursework

Preliminary Reading

Marketing Strategy: Based on First Principles and Data Analytics by Robert Palmatier & Shrihari Sridhar 2017
West et al. (2015) Strategic Marketing: Creating Competitive Advantage. 3rd edn. Oxford: Oxford University Press.
Keller, K. L. (2015) Strategic Brand Management: building, measuring, and managing brand equity. 4th edn. Boston: Pearson

Kotler, P., and Keller, K. L. (2015) A Framework for Marketing Management. 6th edn. Boston: Prentice Hall

McDonald, M. and Wilson, H. (2016) Marketing plans: how to prepare them, how to use them. 8th edition. Chichester, John Wiley & Sons. [ISBN-10: 111921713X

Pre-requisites

BUSN3710 Marketing Principles

Synopsis *

This module examines recent developments in marketing thinking and market strategy development. It focuses on the dynamic aspects of market strategy development, and current issues such as relationship and Internet marketing.

Indicative topics of the module are:

- Define Strategic Marketing: A First Principles Approach and assessment requirements
- Approaches and Framework for Managing Customer Heterogeneity: STP approach & Positioning Maps
- Approaches and Framework for Managing Customer Dynamics: Customer Mapping
- Managing Sustainable Competitive Advantage (SCA): Branding, Offering and Innovation, Relationship and digital marketing strategies
- Managing Resources Trade Off
- Building Strategic Marketing Analytics Capabilities
- Overview and Implementation of the 4 Strategic Marketing Principles

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CB762		Year Abroad 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	60 (30)	Pass/Fail Only	
1	Medway	Whole Year	I	60 (30)	100% Coursework	
1	Medway	Whole Year	I	60 (30)	Pass/Fail Only	

Contact Hours

A combination of lectures, seminars and group session as determined by partner institution, and subject to ECTS or equivalent credit weighting as determined by the partner institution. The ECTS weighting per module may vary from institution to institution and even across disciplines of the same institution.

The learning activities and teaching methods will therefore depend on the students' module choices and will vary depending on the partner institution chosen. Inclusive of independent study, it will require a total of 600 hours of study. The different learning and teaching methods will collectively enable students to achieve learning outcomes.

There will be three x 1 hour pre-development workshops to assist students with transition to the study abroad option. One workshop will address the documentation needed to complete the study abroad, FCO advice and guidance, personal security, registering with a doctor, setting up a bank account, dealing with home sickness, etc.; the second workshop will cover international business, cultural differences and sensitivities, educational systems, etc. The third workshop would be for outgoing students to listen to the experiences of returning students as to the experience and their reflections.

It is envisaged that either a face to face visit or a Skype based meeting would happen between the student and a staff member of KBS at least once a term to ensure all is well and that the student is gaining appropriate learning from the experience.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a detailed knowledge contemporary issues in a relevant business discipline i.e. Management, International Business, Marketing, Accounting & Finance
- Demonstrate cross-cultural skills from living and studying abroad in a different higher education environment
- Demonstrate acquisition of an ability to perform effectively in a different cultural and, in some cases, linguistic environment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 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.
- Have enhanced the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.
- Have augmented their employment skills through formal and informal learning in an international context.

Method of Assessment

The assessment methods are set by the partner institution and will vary depending on which institution and which modules are chosen. Students take modules equivalent to 60 Kent credits. The composition of these will be as agreed with the appropriate Programme Convenor and, as set out in the Learning Agreement. The curriculum will vary depending on the partner institution and the modules chosen.

Achievement will be documented by the transcript issued by the partner institution as agreed in their Learning Agreement. Kent will assess on a pass/fail basis.

Preliminary Reading

To be determined by the host partner institution and the Programme Director (or delegate).

Pre-requisites

There are no formal pre- or co-requisites, although students will be required to enter into Learning Agreement negotiated with the Director of Studies for the programme

Restrictions

All KBS single honours undergraduate programmes wishing to include a year abroad

Synopsis */

Students will spend two terms studying in another European University (i.e. those with links via the ERASMUS exchange programme) and/or overseas Universities who teach in English, such as in North America, Australasia, Hong Kong and Malaysia who have equivalent module coverage in equivalent cognate areas.

This module will enable students to gain cross-cultural skills through both living and studying in another country, whilst at the same time developing their knowledge of business and management, accounting and finance, international business and marketing.

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CB763		Year Abroad 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	60 (30)	Pass/Fail Only	
1	Medway	Whole Year	I	60 (30)	Pass/Fail Only	

Contact Hours

A combination of lectures, seminars and group session as determined by partner institution, and subject to ECTS or equivalent credit weighting as determined by the partner institution. The ECTS weighting per module may vary from institution to institution and even across disciplines of the same institution.

The learning activities and teaching methods will therefore depend on the students' module choices and will vary depending on the partner institution chosen. Inclusive of independent study, it will require a total of 600 hours of study. The different learning and teaching methods will collectively enable students to achieve learning outcomes.

There will be three x 1 hour pre-development workshops to assist students with transition to the study abroad option. One workshop will address the documentation needed to complete the study abroad, FCO advice and guidance, personal security, registering with a doctor, setting up a bank account, dealing with home sickness, etc.; the second workshop will cover international business, cultural differences and sensitivities, educational systems, etc. The third workshop would be for outgoing students to listen to the experiences of returning students as to the experience and their reflections.

It is envisaged that either a face to face visit or a Skype based meeting would happen between the student and a staff member of KBS at least once a term to ensure all is well and that the student is gaining appropriate learning from the experience.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a detailed knowledge contemporary issues in a relevant business discipline i.e. Management, International Business, Marketing, Accounting & Finance
- Demonstrate cross-cultural skills from living and studying abroad in a different higher education environment
- Demonstrate acquisition of an ability to perform effectively in a different cultural and, in some cases, linguistic environment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 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.
- Have enhanced the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.
- Have augmented their employment skills through formal and informal learning in an international context.

Method of Assessment

The assessment methods are set by the partner institution and will vary depending on which institution and which modules are chosen. Students take modules equivalent to 60 Kent credits. The composition of these will be as agreed with the appropriate Programme Convenor and, as set out in the Learning Agreement. The curriculum will vary depending on the partner institution and the modules chosen.

Achievement will be documented by the transcript issued by the partner institution as agreed in their Learning Agreement. Kent will assess on a pass/fail basis.

Preliminary Reading

To be determined by the host partner institution and the Programme Director (or delegate).

Pre-requisites

There are no formal pre- or co-requisites, although students will be required to enter into Learning Agreement negotiated with the Director of Studies for the programme

Restrictions

All KBS single honours undergraduate programmes wishing to include a year abroad

Synopsis *

Students will spend two terms studying in another European University (i.e. those with links via the ERASMUS exchange programme) and/or overseas Universities who teach in English, such as in North America, Australasia, Hong Kong and Malaysia who have equivalent module coverage in equivalent cognate areas.

This module will enable students to gain cross-cultural skills through both living and studying in another country, whilst at the same time developing their knowledge of business and management, accounting and finance, international business and marketing.

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CB765		Corporate Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total contact hours: 32

Private study hours: 118

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and critical understanding of various practical issues related to capital budgeting techniques and the ability to apply these techniques in project appraisal under uncertainty.
- Demonstrate knowledge and critical understanding of portfolio theory and Capital Asset Pricing Model in the context of financial markets investments.
- Value debt and equity sources of finance as well as estimation of the cost of capital, all in the presence of taxes.
- Demonstrate knowledge and critical understanding of various factors that affect dividend policy decision.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Research, plan, and work independently.
- Communicate effectively to a variety of audiences and/or using a variety of methods.
- Apply quantitative and problem solving techniques to complete or abstract data.
- Critically evaluate arguments and assumptions and make judgements to offer alternative solutions.

Method of Assessment

Main assessment methods:

VLE Test – 10%

Group Report – 2000 Words: 20%

Examination – two-hour: 70%

Reassessment methods:

100% Examination

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Arnold, G. (2019) Corporate Financial Management, 6th Edition. London: Pearson Education

Berk, J.B. and Demarzo, P.M. (2019) Corporate Finance, 5th Edition. Harlow: Pearson Education.

Clayman, M.R., Fridson, M.S., Troughton, G.H., and Scanlan, M. (2012) Corporate Finance: A Practical Approach, 2nd Edition, CFA Institute Investment Series Set, Hoboken, N.J.: Wiley.

Hillier, D., Ross, S., Westfield, R., Jaffe, J., and Jordan, B. (2021) Corporate Finance, 4th European Edition, London: McGraw-Hill

McLaney, E. (2017) Business Finance Theory and Practice, 11th Edition, Harlow: Pearson Education

Pre-requisites

BUSN3750 Fundamentals of Finance and Investments; BUSN3760 Introduction to Financial Markets and Instruments

Synopsis *

This module advances the topics learnt in BUSN3750 Fundamentals of Finance and Investments. In this framework, the module considers the impact of inflation, capital rationing, and taxation in capital budgeting decisions along with the understanding and use of sensitivity analysis in the context of risk in project appraisal. It then proceeds to introduce risk free asset in portfolio formation and concludes with learning about Capital Asset Pricing Model. Students also learn about the impact of taxes on capital structure and weighted average cost of capital. The module also covers another (in addition to investment and financing decisions) major financial management decision, that is, the dividend policy of the firm. Finally, the students also learn about mergers and acquisitions in the context of corporate restructuring. In sum, this module aims to cover the following topics:

- Impact of inflation, capital rationing and taxation on investment appraisal and capital budgeting techniques
- Risk free rate, portfolio theory, and Capital Asset Pricing Model
- Impact of taxes on costs of different sources of finance
- Capital structure and weighted average cost of capital in the presence of taxes
- Dividend based valuation and factors affecting dividend decision

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CB782 Marketing and Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

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

Total Contact Hours: 21

Private Study Hours: 129

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of the link between marketing and society
- Identify and critically evaluate the different forms of consumption behaviour and their impact on society
- Evaluate the pillars of sustainability and in particular, the intersection of the 'triple bottom line' (people, planet, profit)
- Understand the use of social marketing for planning and implementing behavioural change to develop more sustainable practices
- Critically evaluate the universal guiding principles on social responsibility and marketing ethics, and the contributions of societal and green marketing approaches to societal welfare
- Assess the role of marketing in poverty alleviation and the economic development of subsistence economies

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate self-management and time-management skills
- Synthesise, and critically evaluate arguments and assumptions from a variety of sources and competing perspectives
- Demonstrate problem solving and decision making skills
- Demonstrate effective teamwork skills and ability to work with others
- Acquire, evaluate, organise, analyse and communicate information effectively through oral presentations and written tests

Method of Assessment

Main assessment method:

100% coursework

Individual Report – 4000 words: 80%

Group Presentation: 20%

In order to pass the module as a whole and ensure all learning outcomes are met, students must achieve a pass mark of 40% for the group presentation.

Reassessment Method:

100% Coursework

Preliminary Reading

Core Text:

Emery B. (2011) Sustainable Marketing, Pearson

Additional reading:

Bloom, P.N. and Gundlach, G.T. (eds) (2001) Handbook of Marketing and Society London: Sage Publications

Eagle, L., Dahl, S., Hill, S., Bird, S., Spotswood, F., & Tapp, A. (2013). Social Marketing (1st ed.). Harlow: Pearson Education.

Lee, N. R., & Kotler, P. (2015). Social marketing: Changing Behaviors for Good (5th ed.) London: Sage Publications, Inc.

Martin D. and Schouten J (2013) Sustainable Marketing, New International Edition, New York: Pearson Prentice Hall

Peterson, M. (2012). Sustainable enterprise: A macro marketing approach. London: Sage.

Pre-requisites

BUSN3700 (CB370): Introduction to Marketing

BUSN7580 (CB758): Marketing Strategy

BUSN7330 (CB733): Business Ethics & Sustainable Management

Restrictions

Available to short-term/exchange students, BSc Marketing and associated programmes

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Synopsis *

The module aims to provide students with a broad perspective of the role of marketing in society. The module will also provide students with the tools to analyse and reflect on their own consumption behaviour in relation to sustainability and broader societal implications. Specifically, students will be able to examine the current trends and challenges facing society, including sustainability, social responsibility, poverty, ethics and other social-economic related issues. Ultimately, the students will be able to develop a deeper appreciation of the role and impact of marketing and business practice on today's society. Sessions in this module will cover concepts such as:

- Concepts, theories and debates about the roles and responsibilities of marketing in society
- Societal and green marketing - definitions and frameworks.
- Pillars of sustainability
- Designing, implementing and evaluating social marketing programmes
- Transformative consumer research
- Subsistence and 'Bottom of the Pyramid' marketing
- Macro- and critical marketing
- Ethical issues emerging in marketing

CB783 Services, Technology & Marketing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a critical understanding of the basic concepts of services marketing
- Critically evaluate and compare theories and current trends in service marketing
- Evaluate the models and dimensions of service quality
- Assess the application of the traditional and extended marketing mix elements to services
- Demonstrate a systematic understanding the importance of technology to services
- Critically assess the importance of service consumers and their role as co-producers of services

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate self-management and time-management skills
- Synthesise, and critically evaluate arguments and assumptions from a variety of sources and competing perspectives
- Demonstrate problem-solving and decision making skills
- Demonstrate effective teamwork skills and ability to work with other people from different cultural backgrounds.
- Acquire, evaluate, organise, analyse and communicate information effectively through oral presentations and written exercises

Method of Assessment

Main assessment method:

Examination - 2 hour closed book: 70%

Individual Essay – 2500 words: 20%

Group Presentation – 15 minutes: 10%

In order to pass the module as a whole and ensure all learning outcomes are met, students must achieve a pass mark of 40% for the group presentation.

Reassessment Method:

Examination 100%

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Preliminary Reading

Core Text:

Lovelock, C., and Wirtz, J. (2016), *Services Marketing: People, Technology, Strategy*, 8th Edition, London: Prentice Hall.

Additional useful texts are: (Alphabetical Order)

Gronroos, C. (2007), *Services Management and Marketing*, 3rd Edition. Southern Gate: John Wiley.

Kasper, H., van Helsdingen, P. and Gabbott, M. (2006), *Services Marketing Management*, 2nd Edition. Southern Gate: John Wiley.

Lovelock, C., Vandermerwe, S. and Lewis, B.L. (1999), *Services Marketing*, European Edition. Upper Saddle River, NJ: Prentice Hall.

Mudie, P. and Pirrie, A. (2011), *Services Marketing Management*, 3rd Edition. Taylor & Francis.

Palmer, A. (2014), *Principles of Services Marketing*, 7th Edition, Maidenhead: McGraw Hill.

Wilson, A., Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2016). *Services marketing: Integrating customer focus across the firm*, 3rd Edition European. McGraw Hill.

Pre-requisites

BUSN3700 (CB370): Introduction to Marketing

BUSN7580 (CB758): Marketing Strategy

Restrictions

Available to short-term/exchange students, BSc Marketing and associated programmes

Synopsis *

Many developed economies are dominated by services, and service organisations require a distinctive approach to marketing strategy both in development and execution. The module will demonstrate how a holistic approach to the incorporation of a services perspective is crucial for marketing in general. The module will explore the distinctive characteristics of services and explain how they impact on the marketing approaches used by firms. Sessions in this module will cover concepts such as:

- The nature of services and their importance in creating value for customers
- Developing effective services marketing strategies that create competitive advantage for firms
- The customer decision making processes within service encounters
- The application of marketing mixes to services
- The sharing service economy
- Complaint handling and service recovery
- Service quality models
- Service dominant logic vs goods dominant logic.

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CB786		Operations Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 23

Private study hours: 127

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate familiarity with the field of operations management and understand how operations can more effectively contribute to the organisation's objectives.
- apply a variety of techniques and analysis frameworks used by operations managers to help them make decisions in operations.
- understand decision making in the operations management function and its application to process, capacity, supply, quality and workforce management.
- utilise appropriate concepts and models for the analysis and evaluation of operations management problems.
- through case study and exercise work, be able to recognise problems, evaluate solutions and present recommendations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate problem solving and decision taking skills
- demonstrate communication and writing skills
- work with complex material
- analyse problems and identify appropriate solutions
- work and study independently and utilise resources effectively
- demonstrate self-management skills

Method of Assessment

Main assessment methods:

Online MCQ Test 1 (10%)

Online MCQ Test 2 (20%)

Examination, 2 hours (70%)

Reassessment methods:

100% exam

Preliminary Reading

Barnes, D., (2018). Operations Management: an International Perspective, London: Macmillan.

Greasley, A., (2013). Operations Management, Chichester: John Wiley and Sons.

Hill, A. and Hill, T (2017) Essential Operations Management, London: Macmillan

Slack, N. et al., (2016). Operations Management. 8th edition London: FT/Prentice Hall,

Pre-requisites

None

Synopsis *

Students will be expected to develop the ability to use appropriate techniques of analysis and enquiry within Operations Management and to learn how to evaluate alternatives and make recommendations. Topics are likely to include:

- Strategic role of operations and operations strategy
- Design of processes and the implications for layout and flow
- Design and management of supply networks in national and international contexts
- Resource planning and management
- Lean systems
- Quality planning and managing improvement

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

CB788 Technology-Driven Business Innovation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- systematically understand and analyse the digital innovations in terms of products, services and sustainability;
- critically assess the business value of digital technologies using academic and practitioners' methods and approaches;
- deconstruct complex technology-oriented solutions and apply them to a business;
- engage critically with theory and consultancy IT practices, by generating creative solutions that are aligned with the overall business strategy.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- produce complex statistical and mathematical forms of analysis used in business to justify expenditure;
- research a topic, extract and critically synthesise information from a range of written and spoken sources, and formulate a response;
- distinguish between fact and opinion, between what is relevant and what is not and between opposing views based upon conflicting evidence;
- demonstrate independent learning and time management;
- analyse and critically assess information from a variety of texts and come to an informed conclusion with limited guidance

Method of Assessment

Main assessment methods:

ICT (20%)

Group Pod Cast Presentation (20%)

Report (2000 words) (60%)

Reassessment method:

100% coursework.

Preliminary Reading

Chesney, T., Reynolds, G., Stair, R.M., (2015) Principles of Business Information Systems, 2nd Revised edition, Andover: Cengage Learning EMEA

Jordan, J., (2012) Information, Technology, and Innovation: Resources for Growth in a Connected World, London: John Wiley & Sons

Oakey, R., Groen, R., Cook, G. and Van der Sijde, P. (2012) New technology-based firms in the new millennium. Bingley, UK: Emerald

Smith, D., (2015) Exploring Innovation, 3rd Edition, Maidenhead: McGraw-Hill Higher Education

Pre-requisites

BUSN3120 Introduction to Management

Synopsis *

The aim of this module is to provide students with (1) a systematic understanding of how information technology is driving business innovation, (2) the methods and approaches used by managers to exploit new digital opportunities, and (3) an appreciation of the knowledge and skills needed to manage the business innovation. By the end of this module, students will be equipped with the necessary knowledge and tools to deal with current business issues including digital transformation and emerging business models via technological innovations.

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CB790 Employability for Stage 2 Business Programmes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	5 (2.5)	100% Coursework	
1	Canterbury	Whole Year	I	5 (2.5)	Pass/Fail Only	

Contact Hours

Total contact hours: 15 hours

Private study hours: 35

Total study hours: 50

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand career and postgraduate further study opportunities in Business and related fields for Business graduates within the UK and overseas
- Understand the importance of relevant work experience and how to search, prepare and apply for relevant work experience e.g. internships and placements.
- Demonstrate awareness of placement opportunities and the Year in Industry programmes and possibility of transferring to these degrees
- Have understanding of different recruitment processes employed by business and government
- Understand and have practice of internship CV and cover letter writing, application writing, interview techniques (face to face, telephone and video), competency tests and team based recruitment exercises

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate confidence in researching business, finance and government agencies for the purposes of applications for internships
- Develop and articulate their individual and work-ready skills and attributes
- Undertake online tasks and activities relevant to internship recruitment
- Initiate, manage and reflect on their own performance
- Recognise the importance of relevant internships for graduates.

Method of Assessment

Main assessment methods

Personal pitch (5 minute) (100%)

Reassessment methods

100% coursework

Preliminary Reading

Cottrell, S. (2015), Skills for Success, London: Palgrave Macmillan

Rook, S. (2013), The Graduate Career Guidebook, London: Palgrave Macmillan

Trought, F. (2011), Brilliant Employability Skills, London: Prentice Hall

Kent Careers and Employability Service

<https://www.kent.ac.uk/Business/employability/index.html>

Employability for Business Stage 2 Students (Moodle module)

Graduate Aptitude Tests (Guide to Psychometric tests)

Prospects

Pre-requisites

None

Synopsis *

The module helps prepare students to acquire and develop the employability and transferable skills necessary to search and successfully apply for work experience and graduate opportunities in the commercial and public sector and postgraduate study.

The curriculum builds on employability support offered at Stage 1 providing intermediate level knowledge and exercises in application writing, CVs, careers advice, interview and assessment centre techniques, numeracy and competency tests, and psychometric evaluation.

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CB792 Employability for Stage 3 Business Programmes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	5 (2.5)	Pass/Fail Only	
2	Canterbury	Whole Year	H	5 (2.5)	Pass/Fail Only	

Contact Hours

Total contact hours: 6 hours

Private study hours: 44

Total study hours: 50

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify career and postgraduate further study opportunities in Business and related fields for Kent Business School graduates in the UK and overseas
- Demonstrate detailed knowledge of how to search, prepare and apply for graduate jobs
- Self-reflect on the skills that they have developed and be able to articulate examples of these.
- Self-reflect on their skills gaps in order to be work ready and how they can develop these in their final year at University

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate successful experience in researching business, finance and government agencies for the purposes of applications for graduate jobs
- Develop and articulate their individual and work-ready skills and attributes
- Initiate, manage and critically reflect on their own performance
- Recognise the importance of relevant work experience for graduates

Method of Assessment

Main assessment methods

Self-reflection using the Graduate Attribute benchmark questionnaire – 500-700 words equivalence (100%)

13.2 Reassessment methods

100% coursework

Preliminary Reading

Cottrell, S. (2015), *Skills for Success*, London: Palgrave Macmillan

Rook, S. (2013), *The Graduate Career Guidebook*, London: Palgrave Macmillan

Trought, F. (2011), *Brilliant Employability Skills*, London: Prentice Hall

Kent Careers and Employability Service

<https://www.kent.ac.uk/Business/employability/index.html>

Employability for Business Stage 2 Students (Moodle module)

Graduate Aptitude Tests (Guide to Psychometric tests)

Prospects

[efinancialcareers](http://efinancialcareers.com)

Pre-requisites

None

Synopsis *

The module helps prepare students to acquire and develop the employability and transferable skills necessary to search and successfully apply for work experience and graduate opportunities in the commercial and public sector and postgraduate study.

The curriculum builds on knowledge and experience gained in related employability modules delivered at Stages 1 and 2, providing further guidance and more advanced practical exercises in application writing, CVs, careers advice, interview and assessment centre techniques, numeracy and competency tests, and psychometric evaluation. The aims here are to support students during their final year in applying for good graduate jobs and MSc degree programmes.

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CB794 Predictive and Prescriptive Analytics						
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)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Use predictive and prescriptive analytic techniques to handle a variety of business problems.
- Apply regression analysis and forecasting techniques to characterise relationships among business variables, identify patterns in data and predict future trends.
- Build and solve linear optimisation models and interpret their results for effective decision making
- Develop a systematic understanding of different types of optimisation models and how they can be applied in practice to solve problems in different business contexts

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Use a variety of scientific approaches to build and solve models for a range of practical management problems.
- Analyse the models and be able to make recommendations based on that analysis.
- Demonstrate an ability to select the most appropriate solution technique for particular problems.
- Plan work and study independently using relevant resources.

Method of Assessment

Main assessment methods

In-Course Test 1, 45 minutes (20%)

In-Course Test 2, 45 minutes (20%)

Individual computer based report (2000 words) (60%)

Reassessment methods

100% coursework

Preliminary Reading

Albright S. and Winston W.L. (2016). Business Analytics: Data Analysis & Decision Making (6th Ed). Boston, MA: Cengage.

Evans, J. R. (2013). Business Analytics. Methods, Models and Decisions. Harlow: Pearson Education.

Winston, W.L. (2004). Operations Research: Applications and Algorithms (4th Ed.), Belmont, MA: Duxbury Press.

Pre-requisites

BUSN3130 Introduction to Statistics for Business (or equivalent)

Synopsis *

The aim of this module is to equip students with basic knowledge of analytics tools to analyse and interpret data, forecast future trends and optimise decisions in many areas of business, including operations, marketing and finance.

The module covers two indicative themes as follows:

1. Predictive analytics. In this part of the module, students will learn approaches to extract information from existing data sets in order to determine patterns and predict future outcomes and trends. Approaches include regression analysis, forecasting techniques, simulation and data mining.
2. Prescriptive analytics. In this part of the module, students will learn how to develop optimisation models to support business decision making. Students will be guided through demonstrations involving a variety of business problems, including transportation, assignment, product mix and scheduling problems.

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CB795 Economics for Business 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Medway	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 33
Private study hours: 117
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge of the core principles of macroeconomics and a critical understanding of their development, including an appreciation of competing theoretical perspectives.
- Evaluate the effect of the prevailing macroeconomic environment on business decisions, behaviour and performance and offer critical interpretation on how competing theories may interpret the outcomes differently.
- Interpret macroeconomic data by applying statistical techniques to develop well-structured lines of economic argument, offering critical comment on the arguments of others.
- Demonstrate knowledge and critical understanding of the economic global context facing businesses.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Retrieve information from a variety of sources and undertake basic statistical analysis.
- Undertake independent and self-managed learning.
- Draw on social science concepts and theories in decision-making situations.
- Demonstrate ability to communicate information, ideas and solutions effectively.

Method of Assessment

Main assessment methods:

MCQ Test (20%)
Essay, 2000 words (20%)
Examination, 2 hours (60%)

Reassessment method:

100% exam

Preliminary Reading

Lipsey, R. and Chrystal, A. (2015) Economics. 13th ed. Oxford: OUP

Mankiw, N. G., Taylor, M.P. and Ashwin, A. (2013) Business Economics. Andover: Cengage Learning

Mulhearn, C. and Vane, H. R. (2015) Economics for Business. 3rd ed. New York: Palgrave Macmillan

Slooman, J., Garrett, D., Guest, J. and Jones, E. (2016) Economics for Business. 7th ed. Harlow: Pearson

In addition, the module will draw on the open access resources available through <http://www.core-econ.org>.

Pre-requisites

BUSN3650 Economics for Business 1

Synopsis *

This module will cover the core principles of macroeconomics; including the measurement of key macroeconomic variables and limitations to existing practices. Students will consider competing theories related to the macro economy in the short and long run and their overall consequences for the business environment. This will be underpinned by existing evidence on past and current levels of macroeconomic indicators in the UK, Europe and the rest of the world. Indicative topics are:

- The Macro economy – as a system: the circular flow (including injections and withdrawals), national income measurement, economic growth and international comparisons
- Macroeconomic variables: GDP, unemployment, inflation, money supply and balance of payments
- The open macro economy; including imports and exports; the role of exchange rates and trade theory.
- Macroeconomic theories: including the classical approach, the Keynesian demand management approach and monetarism
- Macroeconomic policies: demand versus supply side economic management

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CB798 Data Intelligence in Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 128
Contact Hours: 22
Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Display conceptual understanding of the usefulness of data in improving business and organisational performance.
- Develop systematic approaches to realising the benefits of data to organisations that align with overarching business strategy;
- Critically analyse the data requirements for improving an area or process of a business.
- Create visualizations and interactive dashboards to gain new insights from data.
- Leverage the power of data-driven storytelling to help messages resonate with a business audience.
- Understand how to employ participatory methods in identifying data requirements, structure complex problems, and ensure stakeholder uptake of data intelligence solutions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Identify and critically analyse complex business problems amenable to a data-driven solution.
- Appreciate the power of data intelligence for decision making and business value creation.
- Work effectively individually and in groups.
- Deliver effective oral presentations to engage a business audience and gain buy-in of the usefulness of analytics solutions for complex managerial problems.

Method of Assessment

Main assessment methods:

In-Course Test 1 (45 minutes) 20%
In-Course Test 2 (45 minutes) 20%
Group Presentation 20%
Individual Report (1500 words) 40%

Reassessment methods:

100% coursework

Preliminary Reading

Pre-requisites

BUSN3640 (CB364) – Business Analysis Tools

Synopsis *

The aim of this hands-on and highly practical module is to introduce students to the power of data intelligence in transforming the way businesses operate. Students will learn how to develop a successful big data strategy and deliver organisational performance improvements through the use of data analytics. Students will have hands-on exercises primarily based on spreadsheet tools such as Excel and will gain a basic knowledge of coding tools such as Python. Indicative topics covered in the module include: business intelligence principles, data visualisation and dashboards, data warehouse and integration, artificial intelligence in business applications, big data, social network analysis, text mining, and participatory approaches for problem structuring.

Students will be exposed to a variety of case studies which demonstrate how pervasive data intelligence and analytics have become in every industry and sector, including examples from supply chain management, transport, marketing, finance, healthcare, and human resources. By the end of the module, students will have an understanding of how specific companies use big data and a grasp of the actionable steps and resources required to utilise data effectively.

01 School of Arts

ART500 Independent Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	

Contact Hours

Contact hours: 6
 Private study hours: 294
 Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
 On successfully completing the module students will be able to:

1. Develop the ability to identify and articulate a research project appropriate for Level 6 undergraduate study in their subject area;
2. Successfully realised a research project appropriate for advanced undergraduate (Level 6) study in their area;
3. Develop an in depth understanding of, and put into practice, research methods appropriate to study in their subject area;
4. Deepen their systematic understanding of a particular topic of scholarship in their subject area;
5. Produce a sustained piece of work that critically analyses the project topic in a way appropriate to the subject.

The intended generic learning outcomes.
 On successfully completing the module students will be able to:

1. Demonstrate the abilities of initiative, planning, and time-management needed to successfully initiate, develop and realise an independent undergraduate research project in the Arts;
2. Demonstrate generic research skills, typically including the ability to use primary and secondary source material, and appropriate description, analysis, evaluation and argument;
3. Demonstrate high level skills of written expression, including the ability to express complex ideas clearly and concisely, to focus and organise arguments effectively, and to support their research through appropriate presentation and referencing

Method of Assessment

Main assessment methods

Independent Project (6000) (100%)

Reassessment methods

Like for Like

Preliminary Reading

Indicative Reading List

Derek Swetnam, Writing Your Dissertation: A Guide to Planning, Preparing and Presenting First Class Work, Oxford: How To Books, 2001.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis

The module gives School of Arts students across a range of undergraduate programmes the opportunity to undertake a written independent research project at stage 3. Students who wish to take the module must approach a permanent academic member of staff with a proposal, typically in advance of module registration, during the Spring term of the previous year. Students pick a research topic of their choice; however, students are only allowed to register for the module with the permission of a staff member who has agreed to supervise the project, and who has the expertise to do so. Potential supervisors must also ensure before they agree to supervise a project that the resources required to complete the project will be available to the student, and that adequate supervisory support will be available to the student throughout their study on the module.

Students will be supported in the preparation and submission of their work by their supervisor, although a central expectation of the module is that students will take increasing responsibility for their learning, consistent with expectations of Level 6 study.

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ART501		Arts Internship				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 120 (study within a professional environment)

Private study hours: 180

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Apply high level research and analytical skills to utilising their experience in a professional workplace environment;
- 2 Demonstrate systematic understanding of a range of key theoretical and practical issues currently faced by the arts industry in the UK and internationally;
- 3 Demonstrate insight into the functioning of the arts industry, including an understanding of the professional opportunities and opportunities for self-employment available to them within the industry, and the challenges working in this industry poses;
- 4 Demonstrate practical knowledge, skills and experiences needed to be employable in the arts industry;
- 5 Contextualise, record, and critically evaluate arts practices and processes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate the ability of initiative, planning, autonomy and time-management in identifying opportunities for personal and professional development;
- 2 Present themselves and their ideas effectively in applications for employment, funding, etc.;
- 3 Work effectively in the workplace which may include working both as part of a team or under their own initiative and understand group dynamics and handling of interpersonal issues;
- 4 . Demonstrate high levels of competence in data collection, research, communication, compiling of reports, information management, promotion and design;
- 5 Communicate effectively, to a professional standard, using coherent arguments and propositions in a variety of media, verbally and in writing;
- 6 Develop a substantial degree of critical and self-reflexive awareness by reflecting on their own learning and personal development in a strategic, analytical and autonomous way.

Method of Assessment

Presentation (20 mins) (40%)

Internship Journal (3000 words) (60%)

Preliminary Reading

Indicative Reading List

DeBono, E (1993) *Parallel Thinking* Viking/Penguin Group

Helyer, R (2015) *The Work-Based Learning Student Handbook*, Palgrave

Hope, Sophie; Figiel, Joanna (2012) *Intern Culture: A Literature Review of Internship Report, Guidelines and Toolkits from 2009-2011*, Artquest

Howard, K and Sharp, J et al (2002) *The Management of a Learner* Gower Aldershot

Lock, D (2003) *Project Management* Gower

Peel, M (1995) *Improving your Communication Skills* Kogan Page

Schön, D (1991) *The Reflective Practitioner: How Professionals Think in Action* Aldershot

Pre-requisites

None

Restrictions

Only available to stage 3 School of Arts students.

Synopsis *

Students will engage in a work-based situation of their choice. The student will be responsible for finding the work-based situation, though support from the School and CES will be available. The internship should bear relevance to their subject of study or a career they expect to pursue upon graduation. The total of 300 hours will be divided as required for purposes of preparation, attendance of work placement and reflection/completion of required assessment.

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15 School of Computing

CO320 Introduction to Object-Oriented Programming						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Pass/Fail Elements & Compulsory Numeric Elements	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Pass/Fail Elements & Compulsory Numeric Elements	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 44
 Private study hours: 106
 Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Read, understand and modify small programs.
- 2 Use an object-oriented programming language to write small programs.
- 3 Write programs with the support of an integrated development environment.
- 4 Structure data and information as class definitions.
- 5 Use object-oriented analysis, design and implementation to identify and solve practical programming problems.
- 6 Test solutions to programming problems.
- 7 Discuss the quality of solutions through consideration of issues such as encapsulation, cohesion and coupling.
- 8 Use effectively a range of software development tools, such as an integrated development environment, text editor and compiler.

Method of Assessment

Main assessment methods
 100% Coursework

- Class definition (Programming) (15%) (approximately 16 hours)
- Collections (Programming) (20%) (approximately 16 hours)
- Code quality (Programming) (15%) (approximately 16 hours)
- Class exercises (Weekly) (20%) (approximately 2 hours per week)
- 1.5 hour timed assessment (Programming) (30%)

Reassessment methods
 100% coursework

Preliminary Reading

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2016

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Pre-requisites

None

Synopsis *

This module provides an introduction to object-oriented software development. Software pervades many aspects of most professional fields and sciences, and an understanding of the development of software applications is useful as a basis for many disciplines. This module covers the development of simple software systems. Students will gain an understanding of the software development process, and learn to design and implement applications in a popular object-oriented programming language. Fundamentals of classes and objects are introduced and key features of class descriptions: constructors, methods and fields. Method implementation through assignment, selection control structures, iterative control structures and other statements is introduced. Collection objects are also covered and the availability of library classes as building blocks. Throughout the course, the quality of class design and the need for a professional approach to software development is emphasised and forms part of the assessment criteria.

CO323		Databases and the Web				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours:33

Private study hours: 117

Total study hours: 150

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand the basic principles of web page design and be able to write a basic web page.

8.2 Understand the basic principles of web site design and deployment, and be able to construct a small site of interconnected pages with first and second level navigation.

8.3 Understand the basic concepts of data structuring relational databases.

8.4 Specify, design, implement and evaluate simple database solutions.

8.5 Plan and perform basic data manipulation and information retrieval operations using SQL.

8.6 have acquired the skills to be able to implement an application that uses a database and has a simple (web) user interface.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate comprehension of the trade-offs involved in design-choices.

9.2 Recognise and be guided by social, professional and ethical issues and guidelines.

9.3 Make effective use of IT facilities for solving problems.

9.4 Be able to manage their own learning and development, through self-directed study and working on continuous assessment.

9.5 Make effective use of a range of tools, such as a web browser and database query browser

Method of Assessment

Main assessment methods

Coursework 50% and 50% Examination

(Assignment) HTML and Javascript (25%)

(Assignment) Databases & PHP (25%)

2-hour unseen examination 50%

Preliminary Reading

Jon Duckett HTML & CSS: Design and Build Web Sites, John Wiley & Sons, 2011

Robin Nixon Learning PHP, MySQL, and JavaScript: A Step-by-Step Guide to Creating Dynamic Websites, O'Reilly, 2009

Pre-requisites

Prerequisite: COMP3200: Introductory Programming

Synopsis *

An introduction to databases and SQL, focussing on their use as a source for content for websites. Creating static content for websites using HTML(5) and controlling their appearance using CSS. Using PHP to integrate static and dynamic content for web sites. Securing dynamic websites. Using Javascript to improve interactivity and maintainability in web content.

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CO324 Computer Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 26
 Private study hours: 124
 Total study hours: 150

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Describe the purpose of, and the interaction between, the functional hardware and software components of a typical computer system.
- 8.2 Identify the principal hardware and software components which enable functionality and connectivity of systems ranging in scale from the global Internet down to tiny embedded systems like those that empower the Internet of Things.
- 8.3 Appreciate the principles and technologies behind the Internet, including layered architectures, and how this can be used to deliver effective network services.
- 8.4 Describe how networks and other computer hardware interact with operating systems, and can be shared between different programs and computers.
- 8.5 Assess the likely environmental impact of basic decisions involving computer hardware.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Communicate their understanding of basic computer hardware and software.
- 9.2 Develop their understanding of how network technologies underpin the Internet.
- 9.3 Evaluate how computer hardware and software interact to deliver functionality and services at both small and large scales.

Method of Assessment

13. Assessment methods

13.1 Main assessment methods

Canterbury and Medway

Coursework 50%

(Test) A1 In-class Test (12.5%)

(Test) A2 In-class Test (12.5%)

(Test) A3 In-class Test (12.5%)

(Test) A4 In-class Test (12.5%)

2-hour unseen examination 50%

13.2 Reassessment methods

Like for like assessment

Preliminary Reading

McLoughlin, Ian Vince (2011) Computer Architecture: an embedded approach. McGraw-Hill, 512 pp. ISBN 978-0-71311-182

Tanenbaum, Andrew & Bos, Herbert (2014) Modern Operating Systems (4th Edition). Pearson Education, 1136 pp. ISBN 978-0133591-620

Kurose, James and Ross, Keith (2009) Computer networking: a top-down approach (5th Edition). Pearson Education, ISBN 978-0131365-483

Mueller, Scott (2012) Upgrading and repairing PCs (20th ed onwards). QUE Press ISBN 978-0-7897-3954-4

Pre-requisites

None

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Synopsis *

This module aims to provide students with an understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services in scales from small embedded devices up to the global internet. The module has two strands: 'Computer Architecture' and 'Operating Systems and Networks'. Both strands contain material which is of general interest to computer users; quite apart from their academic value, they will be useful to anyone using any modern computer system.

CO328		Human Computer Interaction				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Have a knowledge of the underlying concepts and principles associated with HCI methods and techniques and be able to use these to identify issues of communication between computers and people [A3, C3]
- 2 Understand how to identify and analyse interaction strengths and weaknesses [A4]
- 3 Be able to apply appropriate HCI theories and practices to the design, implementation, and evaluation of interfaces [C2, C4]
- 4 Be able to design (or re-design), test and evaluate an interface [A4, B3, C1, C2]

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate comprehension of the trade-offs involved in design-choices. [B1]
- 2 Recognise and be guided by social, professional and ethical issues and guidelines. [B6]
- 3 Make effective use of IT facilities for solving problems. [D3]
- 4 Develop skills of working and communicating in a group [D1]
- 5 Be able to manage their own learning and development, through self-directed study and working on continuous assessment. [D5]

Method of Assessment

Main assessment methods

50% Examination and 50% Coursework

Interface Analysis (Report (Individual)) (25%)

Interface Design (Staged deliverable (group work)) (25%)

2-hour unseen examination (50%)

Reassessment methods

Like for like

Preliminary Reading

Design of Everyday Things Don Norman, 2002. Basic Books ISBN: 0465067107

Designing for Interaction, Dan Saffer, 2009 New Riders ISBN-10: 0321643399

Interaction Design: Beyond Human-Computer Interaction, 2015, Yvonne Rogers, Helen Sharp, Jenny Preece. John Wiley ISBN-10:1119020751

Pre-requisites

None

Synopsis *

This module provides an introduction to human-computer interaction. Fundamental aspects of human physiology and psychology are introduced and key features of interaction and common interaction styles delineated. A variety of analysis and design methods are introduced (e.g. GOMS, heuristic evaluation, user-centred and contextual design techniques). Throughout the course, the quality of design and the need for a professional, integrated and user-centred approach to interface development is emphasised. Rapid and low-fidelity prototyping feature as one aspect of this.

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CO510 Software Engineering						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 70
Private study hours: 230
Total study hours: 300

Learning Outcomes

Understand the principles and practice of the development of software systems (broadly defined) – from requirements specification, design, validation, implementation, and evolution
Apply design principles and patterns while developing software systems
Create UML diagrams for modelling aspects of the domain and the software
Design and implement test plans, and apply a wide variety of testing techniques effectively and efficiently
Demonstrate the vital role of planning, documentation, estimation, quality, time, cost and risk evaluation in the business context
Show an understanding of system design, including, design simplicity, appropriateness, and styles of system thinking and focused problem solving
Show an understanding of the professional and legal duties software engineers owe to their employers, employees, customers and the wider public
Use the appropriate tools and techniques when working in groups

Method of Assessment

Main assessment methods
3-stage modelling portfolio – 10%
5-stage development in groups – 40%
Examination (2 hours) – 50%

Preliminary Reading

K. Beck. Extreme Programming Explained: Embrace Change. Addison Wesley. Upper Saddle River, NJ, USA. 2000.
G. Booch, J. Rumbaugh, I. Jacobson. The Unified Modeling Language Users Guide. Addison Wesley. 1999
G. Booch, J. Rumbaugh, I. Jacobson. The Unified Software Development Process. Addison Wesley. 1999.
P. Coad, E. Lefebvre, J. De Luca. JAVA Modeling in Color with UML: Enterprise Components and Process. Prentice Hall. 1999.
A. Cockburn. Writing Effective Use Cases. Addison-Wesley. Boston, Ma, USA. 2001.
E. M. Hall. Managing Risk: Methods for Software Systems Development. Addison-Wesley. Reading, MA, USA. 1998.
D. G. Johnson, H. Nissenbaum. Computers, Ethics and Social Values. Prentice-Hall. 1995
E. A. Kallman, J. P. Grillo. Ethical Decision Making and Information Technology: An Introduction with Cases. 3rd Edition. McGraw-Hill. 1999
D. Kulak, E. Guiney. Use Cases: Requirements in Context. Addison-Wesley. Boston, Ma, USA. 2000.
J. Newkirk, R. C. Martin. Extreme Programming in Practice. Addison Wesley. Upper Saddle River, NJ, USA. 2001.
Mauro Pezze, Michal Young. Software Testing and Analysis: Process, Principles and Techniques. John Wiley & Sons. 2007.
R. Pooley, P. Stevens. Using UML Software Engineering with Objects and Components. Addison-Wesley. 2001.
G. Schneider, J. P. Winters. Applying Use Cases: A Practical Guide. Addison-Wesley. 2001.
I. Sommerville. Software Engineering.9th Edition. Harlow, England, UK. 2010.

Pre-requisites

Pre-requisite: COMP3340: People and Computing
COMP3200: Introduction to Object-Oriented Programming
COMP5200: Further Object-Oriented Programming

Synopsis *

This module provides an introduction to basic design principles of systems, including modelling principles and the use of tools, and design patterns. It also looks into different software processes, and introduces software testing. Regarding software project management, topics All the issues cover in the module will form the basis of the group project, which entails the design, implementation and evaluation of a simple software system.

This module provides an introduction to basic design principles of systems, including modelling principles and the use of tools, and design patterns. It also looks into different software processes, and introduces software testing. Regarding software project management, topics like risk management, quality assurances are covered. Under professional practice the module covers codes of ethics and professional conduct. All the issues cover in the module will form the basis of the group project, which entails the design, implementation and evaluation of a simple software system.

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CO518 Algorithms, Correctness and Efficiency						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 32
Private study hours: 118
Total study hours: 150

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. specify, test, and verify implementations of algorithms;
2. analyse the time and space behaviour of algorithms;
3. analyse and compare general algorithmic paradigms;
4. make informed decisions while choosing data structures and algorithms for practical use;
5. demonstrate an understanding of algorithmic reduction, complexity classes and hardness.

Method of Assessment

Main assessment methods

- 2 programming assessments (15 hours each) (25% each)
- 2 hour unseen written examination (50%)

Reassessment methods

Like for like.

Preliminary Reading

Algorithms. Sedgewick and Wayne

Algorithms. Jeff Erickson

Introduction to Algorithms. Cormen, Leiserson, Rivest, and Stein

The Art of Computer Programming. Donald E. Knuth

The Algorithm Design Manual. Steven S. Skiena

Data Structures and Algorithms in Java 2nd Edition. M.T. Goodrich and R. Tamassia

Algorithms and Data Structures 2nd Edition. Jeffrey H. Kingston x

Cracking the Coding Interview. Gayle Laakmann McDowell

Pre-requisites

Pre-requisite: COMP3830: Problem Solving with Algorithms

COMP5200: Further Object-Oriented Programming

COMP3250: Foundations of Computing II

Synopsis *

The curriculum covers topics in algorithms and data structures. Among data structures, it covers advanced topics on trees, heaps, graphs, et cetera. It provides details of computational complexity notations like $O()$. It covers the correctness and runtime analysis of recursive algorithms using recurrences. These algorithms range from mathematical computations to sorting algorithms. These algorithms are put in the context of appropriate algorithmic paradigms like divide-and-conquer and dynamic programming. Finally, computational complexity classes and problem reductions are introduced along with the proof techniques for NP-hardness and NP-completeness.

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CO520 Further Object-Oriented Programming						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 44
 Private study hours: 106
 Total study hours: 150

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Use advanced features of an object-oriented programming language, such as inheritance and graphical libraries, to write programs.
- 2 Use object-oriented analysis, design and implementation with a minimum of guidance, to recognise and solve practical programming problems involving inheritance hierarchies.
- 3 Design appropriate interfaces between modular components.
- 4 Evaluate the quality of competing solutions to programming problems.
- 5 Evaluate possible trade-offs between alternative solutions, for instance those involving time and space differences.
- 6 Thoroughly test solutions to programming problems.
- 7 Discuss the quality of solutions through consideration of issues such as encapsulation, cohesion and coupling.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Make appropriate choices when faced with trade-offs in alternative designs.
- 2 Recognise and be guided by social, professional and ethical issues and guidelines and the general contexts in which they apply.
- 3 Deploy appropriate theory and practices in their use of methods and tools.

Method of Assessment

Main assessment methods
 100% Coursework

Reassessment methods

100% Coursework

Preliminary Reading

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2017, ISBN 978-1-292-15904-1.

Pre-requisites

COMP3200: Introduction to Object-Oriented Programming

Synopsis *

This module builds on the foundation of object-oriented design and implementation found in CO320 to provide both a broader and a deeper understanding of and facility with object-oriented program design and implementation. Reinforcement of foundational material is through its use in both understanding and working with a range of fundamental data structures and algorithms. More advanced features of object-orientation, such as interface inheritance, abstract classes, nested classes, functional abstractions and exceptions are covered. These allow an application-level view of design and implementation to be explored. Throughout the course, the quality of application design and the need for a professional approach to software development is emphasised.

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CO527 Operating Systems and Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

Have an appreciation of modern computer architecture.

Understand the operation of computer systems, both at the hardware and software level, and understand the relationship between hardware and software within the system as a whole.

Understand the need for operating systems and be aware of their overall structure.

Be able to identify and explain issues relating to performance of systems and user programs.

Understand hardware support for high level languages and be aware of the relationship between compilers, compiled code and the operating system, and its effect on performance.

Be able to understand and modify existing operating systems as necessary. [

Method of Assessment

Main assessment methods

A1 – On line quiz (10%)

A2 – Practical class (10%)

A3 – Assessment, 10 hours (20%)

Two-hour examination (60%)

Preliminary Reading

Introduction to Operating Systems: Behind the Desktop, John English. Published by Palgrave Macmillan, 2004. ISBN 0-333-99012-9.

Structured Computer Organization (International Edition), 6th edition, Andrew S Tanenbaum and Todd Austin. Published by Pearson, 2012. ISBN 0-273-76924-3.

Applied Operating System Concepts (most variants), Abraham Silberschatz, Peter Galvin and Greg Gagne. Published by John Wiley and Sons Inc. 1999. ISBN 0-471-36508-4

Pre-requisites

Pre-requisites: COMP3240: Computer Systems or equivalent background knowledge for direct-entry students

COMP3200: Introduction to Object-Oriented Programming

Synopsis *

This module aims to provide students with a more in-depth understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services. It will consider systems other than the standard PC running Windows, in order to broaden students' outlook. The module has two strands: "Operating Systems" and "Architecture", which each form around 50% of the material.

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CO528 Introduction to Intelligent Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Autumn or Spring

Contact Hours

Total contact hours: 28

Private study hours: 122

Total study hours: 150

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Explain the motivation for designing intelligent machines, their implications and associated philosophical issues, such as the nature of intelligence and learning.
2. Describe and apply the main kinds of state-space search algorithms, considering their strengths and limitations.
3. Explain the main concepts and principles associated with different kinds of knowledge representation, such as logic, case-based representations, and subsymbolic/connectionist representations.
4. Explain the differences between the major kinds of machine learning problems – namely supervised learning, unsupervised learning and reinforcement learning – and describe and implement the basic ideas of algorithms for solving those problems.
5. Describe the main concepts and principles of major kinds of biologically-inspired algorithms, and understand and implement one such technique.
6. Describe how various intelligent-system techniques have been used in the context of several case studies, and compare different techniques in the context of those case studies.

Method of Assessment

13.1 Main assessment methods

A1 – Practical assignment (25%)

A2 – Practical assignment (25%)

2 hour unseen written examination (50%)

13.2 Reassessment methods

Like for like

Preliminary Reading

S.J. Russell & P. Norvig, "Artificial Intelligence: A modern approach", 2nd Edition. Prentice-Hall, 2002. (main textbook)

S. Pinker. "How the Mind Works", W.W. Norton & Company, 1999.

A. Cawsey, "The Essence of Artificial Intelligence", Prentice-Hall, 1998.

P. Bentley. "Digital Biology", Simon & Schuster, 2002

R.L. Haupt & S.E. Haupt, "Practical Genetic Algorithms", 2nd edition, Wiley, 2004.

S. Haykin, "Neural Networks and Learning Machines", 3rd Edition. Pearson, 2009.

Pre-requisites

COMP5200: Further Object-Oriented Programming

or COMP5230: Fundamentals of Programming and Logic

or COMP3590: Programming for Artificial Intelligence

Synopsis *

This module covers the basic principles of machine learning and the kinds of problems that can be solved by such techniques. You learn about the philosophy of AI, how knowledge is represented and algorithms to search state spaces. The module also provides an introduction to both machine learning and biologically inspired computation.

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CO532		Database Systems				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	I	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 28
Private study hours: 122
Total study hours: 150

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand the characteristics, strengths and limitations of current database systems [A2, A5].
- 2 Undertake self-directed background research in the module topics [B9], synthesise information collected from a variety of sources, including other modules [B1, B3], discuss database and data management issues with their peers and with nonspecialists [B2, D2].
- 3 Specify, design, implement and evaluate database solutions [C1, C2, C3], perform data manipulation and information retrieval operations [A2, C2].

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 The module will extend IT skills to cover a key area that is not addressed in other parts of their programme. In particular, students will extend their ability to make effective use of modern information system environments. The module will also contribute to development of: self-management, adjust the pace and goals of their work to meet deadlines [D5]; oral and written communication [D2]; Internet-based information retrieval [D3].

Method of Assessment

Main assessment methods
Coursework : 50%
2-hour unseen examination (50%)

Reassessment methods

Like for like.

Preliminary Reading

C.J. Date An Introduction to Database Systems, 8th Edition, Addison Wesley, 2004.
T M Connolly & C E Begg, Database systems : a practical approach to design, implementation and management, 6th edition, Addison Wesley, 2015
R Elmasri, M Shamkant & B Navathe, Fundamentals of database systems, 7th edition, 2017
N S Ryan & D J Smith, Database Systems Engineering, Thompson, 1995.

Pre-requisites

COMP3230: Databases and the Web
or COMP5230 Fundamentals of Programming and Logic

Synopsis <span style =

This module provides an introduction to the theory and practice of database systems. It extends the study of information systems in Stage 1 by focusing on the design, implementation and use of database systems. Topics include database management systems architecture, data modelling and database design, query languages, recent developments and future prospects.

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CO539 Web Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Build and deploy highly interactive, scalable and maintainable web-based systems using various tools, platforms and frameworks.
- 2 Understand the technologies, and the usability and performance tradeoffs, involved in creating highly interactive web-based applications.
- 3 Implement simple web services and understand the relationship between web sites and web services
- 4 Build responsive systems for mobile devices, using the web and as applications.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate comprehension of the trade-offs involved in design-choices.
- 2 Make effective use of IT facilities and information sources for solving problems.
- 3 Be able to manage their own learning and development, through self-directed study and working on continuous assessment.
- 4 Make effective use of a range of tools, such as a web browser and database query browser.

Method of Assessment

Main assessment methods

50% Coursework and 50% Examination

Reassessment methods

Like for like.

Preliminary Reading

Robin Nixon Learning PHP, MySQL, and JavaScript: A Step-by-Step Guide to Creating Dynamic Websites, O'Reilly, 2009

Adam Tracy, Robert Hamson, Jason Essington and Anna Tokke, GWT in Action, Manning, 2nd Edition, 2013.

Wei-Meng Lee, Beginning Android 4 Development, Wrox (Wiley), 2012

Pre-requisites

Co-requisite (2nd year direct entry): COMP5230: Fundamentals of Programming and Logic

Pre-requisite (all other Canterbury courses):

COMP3200: Introduction to Object-Oriented Programming

COMP3230: Databases and the Web

Synopsis *

Building scaleable web sites using client-side and server-side frameworks (e.g. JQuery, CodeIgniter). Data transfer technologies, e.g. XML and JSON. Building highly interactive web sites using e.g. AJAX. Web services. Deploying applications and services to the web: servers, infrastructure services, and traffic and performance analysis. Web and application development for mobile devices.

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CO600	Project					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Canterbury	Whole Year	H	30 (15)	95% Project, 5% Coursework	
1	Medway	Whole Year	H	30 (15)	100% Project	
2	Canterbury	Whole Year	H	30 (15)	100% Project	
2	Medway	Whole Year	H	30 (15)	100% Project	

Availability

Autumn and Spring

Contact Hours

Total contact hours: 28

Private study hours: 272

Total study hours: 300

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand particular technical topics in depth (for instance, use of a particular programming language, or software development tool, component architecture or mathematical technique) beyond that obtainable from the rest of the programme.

8.2 demonstrate an enhanced understanding (gained from practical experience) of project organisation, implementation, analytical skills and documentation techniques (as studied in other courses).

8.3 specify, design and implement a computer-based system that meets a real need;

8.4 evaluate and choose between potential solutions to a technical problem;

8.5 evaluate and deploy appropriate tools and techniques and demonstrate a degree of innovation and/or creativity

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Appreciate the dynamics of working in a group

9.2 Demonstrate oral presentation skills

9.3 Write a technical report

9.4 Acquire technical knowledge and understanding in an independent fashion.

9.5 Critically evaluate and reflect on work performed

9.6 Manage their time and resources effectively

Method of Assessment

Main assessment methods

Project, assessed via several deliverables including a technical report and corpus, and an individual reflective report (272 hours) (100%)

Reassessment methods

Reassessment Instrument: 100% project

Preliminary Reading

None

Pre-requisites

None

Synopsis *

Students, working in small groups, undertake a project related to computer science and/or software engineering. The project may be self-proposed or may be selected from a list of project proposals. A project will involve the specification, design, implementation, documentation and demonstration of a technical artefact, demonstrating the ability to synthesise information, ideas and practices to provide a quality solution together with an evaluation of that solution.

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CO620		Research Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Medway	Whole Year	H	30 (15)	100% Project	

Availability

Combined Autumn and Spring

Contact Hours

Total contact hours: 26

Private study hours: 274

Total study hours: 300

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

- 1 demonstrate an in depth understanding of particular technical topics (for instance, use of a particular programming language, or software development tool, component architecture or mathematical technique) beyond that obtainable from the rest of the programme.
- 2 Apply practical and analytical skills present in the programme as a whole to a research topic that addresses a real need, and demonstrate significant innovation and/or creativity
- 3 apply an appropriate research process to a substantial piece of work.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 appreciate the open-ended nature of research problems and of effective ways of tackling such problems.
- 2 Demonstrate oral presentational skills
- 3 Write a technical report, and demonstrate the ability to synthesise information, ideas and practices to provide a quality solution
- 4 acquire technical knowledge and understanding in an independent fashion
- 5 reflect on and critically evaluate work performed.
- 6 Manage their time and resources effectively

Method of Assessment

Main assessment methods

Project (including 8000 word technical report, poster, presentation, and short reflective report) - 100%

Reassessment methods

100% project

Preliminary Reading

None

Pre-requisites

None

Synopsis *

As a research project, this module is normally aimed at students who are achieving at upper second class level and above, and who may be intending to undertake research following graduation. Each student undertakes a project related to computer science and/or software engineering. The project may be self-proposed or may be selected from a list of project proposals. A project will involve background study and working on an open-ended research problem. A small number of introductory lectures are given at the start of the project.

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CO636 Cognitive Neural Networks						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Private Study: 111

Contact Hours: 39

Total Hours: 150

Learning Outcomes

On successfully completing the Level 6 module students will be able to:

1. Describe what is meant by neural networks, list a number of types of network and give a brief description of each together with some examples of their (actual or potential) applications.
2. Select the appropriate neural network paradigm for a particular problem and be able to justify this choice based on knowledge of the properties and potential of this paradigm. To be able to compare the general capabilities of a number of such paradigms and give an overview of their comparative strengths and weaknesses.
3. Explain the mathematical equations that underlie neural networks, both the equations that define activation transfer and those that define learning.
4. Analyse cognitive and neurobiological phenomena from the point of view of their being computational systems. To be able to take these phenomena and identify the features which are important for computational problem solving.
5. Build neural networks using state of the art simulation technology and apply these networks to the solution of problems. In particular, to select from the canon of learning algorithms which is appropriate for a particular problem domain.
6. Discuss examples of computation applied to neurobiology and cognitive psychology, both in the instrumental sense of the application of computers in modelling and in the sense of using computational concepts as a way of understanding how biological and cognitive systems function. To be able to analyse related systems not directly studied in the course in a similar fashion.
7. Discuss examples of neural networks as applied to neurobiology.

Method of Assessment

Main assessment methods

Two equally weighted practical assessments (individual; 12 hours; 20% total)

Examination (2 hours; 80%)

Reassessment methods:

Like for like

Preliminary Reading

O'Reilly, R.C. and Munakata, Y. (2000) Computational Explorations in Cognitive Neuroscience, Understanding the Mind by Simulating the Brain. A Bradford Book, MIT Press.

Rumelhart, D.E., McClelland J.L. and the PDP Research Group (1986) Parallel Distributed Processing, Volume 1: Foundations. MIT Press.

Rumelhart, D.E., McClelland J.L., and the PDP Research Group (1986) Parallel Distributed Processing, Volume 2: Psychological and Biological Models. MIT Press.

Bechtel, W. and Abrahamson, A. (2002) Connectionism and the Mind, Parallel Processing Dynamics and Evolution of Networks. Blackwell Publishers.

Haykin, S. (1999) Neural Networks, A Comprehensive Foundation. Prentice Hall International Edition.

Bishop, C.M. (1995) Neural Networks for Pattern Recognition. Oxford University Press.

Ellis, R. and Humphreys, G. (1999) Connectionist Psychology, A Text with Readings. Psychology Press Publishers.

Bengio, Yoshua, Ian Goodfellow, and Aaron Courville. Deep learning. MIT press, 2017.

Sejnowski, Terrence J. The deep learning revolution. MIT press, 2018.

Pre-requisites

Pre-requisite: COMP3220: Foundations of Computing I and COMP3250 Foundations of Computing II and either

COMP3200: Introduction to Object-Oriented Programming

or COMP3590: Programming for Artificial Intelligence

Synopsis *

In this module you learn what is meant by neural networks and how to explain the mathematical equations that underlie them. You also familiarise yourself with cognitive neural networks using state of the art simulation technology and apply these networks to the solution of problems. In addition, the module discusses examples of computation applied to neurobiology and cognitive psychology. The module also introduces artificial neural networks from the machine learning perspective. You will study the existing machine learning implementations of neural networks, and you will also engage in implementation of algorithms and procedures relevant to neural networks.

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CO637		Natural Computation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Private Study Hours: 128

Contact Hours: 22

Total Hours: 150

Learning Outcomes

On successfully completing the Level 6 module students will be able to:

1. describe what is meant by a natural computation paradigm, list a number of natural computing paradigms and give a brief description of each together with some examples of their (actual or potential) applications.
2. select the appropriate technique for a particular problem from a set of problem-solving heuristics based on these natural computing paradigms, and to be able to justify this choice based on a knowledge of the properties and potential of these methods. To be able to compare the general capabilities of a number of such methods and give an overview of their comparative strengths and weaknesses.
3. analyse phenomena from the natural world from the point of view of their being computational systems. To be able to take these phenomena and distinguish between the features which are important for computational problem solving and those that are merely a fact of their realization in the natural world.
4. exploit library and online resources to support investigations into these areas.

Method of Assessment

Main assessment methods:

Take-home computer test (about 15 hours) (20%)

One short essay (about 1,000 words) (20%)

Examination (60%)

Preliminary Reading

Eiben, AE, Smith, JE. (2015) Introduction to Evolutionary Computing, 2nd Edition. Springer.

Dorigo, M. and Stutzle, T. (2004) Ant Colony Optimization, MIT Press.

Barnes, DJ, Chu, D. (2010) Introduction to Modeling for Biosciences, Springer

Pre-requisites

Pre-requisite: COMP3220: Foundations of Computing I
and COMP3250 Foundations of Computing II
or A-level Maths or Equivalent

Pre-requisite: COMP5200 Further Object-Oriented Programming
or COMP5230 Fundamentals of Programming and Logic
or COMP3590 Programming for Artificial Intelligence

Synopsis *

There is an increasing use of nature-inspired computational techniques in computer science. These include the use of biology as a source of inspiration for solving computational problems, such as developments in evolutionary algorithms and swarm intelligence. It is therefore proposed to allow students the opportunity to become exposed to these types of methods for use in their late careers.

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CO641 Computer Graphics and Animation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150

Learning Outcomes

Demonstrate a broad and systematic understanding of computer graphics, animation and digital imaging from the perspective of computing, including an appreciation of technical and artistic applications;
Demonstrate familiarity with a range of technologies, techniques and algorithms for the acquisition, generation, manipulation, presentation, storage and communication of various kinds of visual data;
Apply this knowledge, including procedural techniques, through the use of 3D modelling tools.

Method of Assessment

Modelling with Blender (44%)
Computer Graphics Quiz 2%
Computer Animation Quiz 2%
Digital Imaging Quiz 2%

2 hour unseen written examination (50%)

Preliminary Reading

Computer Graphics with OpenGL (Fourth Edition, International Edition), Donald Hearn, M. Pauline Baker and Warren Carithers, Pearson Education, 2010
Computer Animation: Algorithms and Techniques (Third Edition), Richard Parent, Morgan Kaufmann, 2013
The Complete Guide to Blender Graphics: Computer Modeling and Animation (4th Edition), John M. Blain, CRC Press, 2017

Pre-requisites

None

Synopsis *

Computer graphics and animation are important for a variety of technical and artistic applications including web design, HCI and GUI development, games and simulations, digital photography and cinema, medical and scientific visualization, etc. This module introduces the subject from the perspective of computing. You will learn about technologies and techniques for modelling, manipulating, capturing, displaying and storing visual scenes, digital images, animations and video. You will also gain practical experience of 3D modelling tools.

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CO643 Computing Law and Professional Responsibility						
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	
1	Canterbury	Spring	H	15 (7.5)	75% Exam, 25% Coursework	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

Total contact hours (lectures and seminars): 30 hours

Private study hours: 120 hours

Total study hours: 150 hours

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Possess an ability to appropriately understand and adopt techniques based on professional codes of practice and codes of practice of accrediting institutions.
- 2 Develop informed judgments about when specific actions are ethical and when legal.
- 3 Have a systematic understanding of basic legal processes.
- 4 Assess the impact of data privacy legislation on institutional activities, as well as being able to explain the basic aspects of computer law as it currently applies to IT in the UK.
- 5 Critically evaluate IT related health and safety issues.
- 6 Possess critical awareness of some of the potential legal and ethical problems of large IT projects.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Evaluate systems in terms of health and safety issues and legal responsibilities, with an awareness of possible trade-offs.
- 2 Communicate legal and professional issues clearly to specialist audiences.
- 3 Apply relevant codes of conduct and practice.
- 4 Have demonstrated a commitment to being a responsible member of the seminars, forum, groups and teams that they have participated in during the module.

Method of Assessment

Main assessment methods:

A1 – Written assessment (25%)

A2 - Group Case Study (25%)

Two hour Examination (50%)

Preliminary Reading

Bott F et al. (2001). Professional Issues in Software Engineering, 3rd Edition (ISBN 0748409513). Taylor & Francis.

Bynum, TW and Rogerson, S. (2006). Computer Ethics and Professional Responsibility. Blackwell Publishing.

Ethics for the information age M.Quinn Pearson (2014)

Langford, D. (2000). Internet Ethics. Pearson/MacMillan.

Spinello, Richard A. (2003) Case studies in information technology ethics and policy, 2nd Edition, Prentice Hall.

The Cambridge Handbook of information and Computer Ethics Cambridge University press (2010)

Pre-requisites

There are no specific pre-requisites but students are expected to have completed Stage 1 of a relevant programme.

Synopsis *

The scope of the module is outlined below. Note that topics will not necessarily be delivered in this order:

Professional issues and professional organisations.

Data privacy legislation, and other UK laws relating to the professional use of computer systems.

Criminal law relating to networked computer use, including new Anti-Terrorism legislation; and their application

Intellectual Property Rights, including Copyright, Patent and Contract Law.

Health & Safety issues.

Computer-based Projects, including the vendor-client relationship and professional responsibilities.

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CO646 Computing in the Classroom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	75% Project, 25% Coursework	

Contact Hours

Lectures, classes and initial training: 14 hours

Time in school: 36 hours

Private study: 100 hours

Total study hours: 150 hours

Department Checked

Yes

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Ability to present technical material succinctly and clearly to a variety of audiences
- 8.2 Students will realise the importance of professional responsibility and will have followed professional guidelines
- 8.3 Understanding of the National Curriculum and the role of Computing within it.
- 8.4 Knowledge of the organisation within schools and the management of people within them

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Acting within a team, maintaining effective working relationships with teachers and pupils.
- 9.2 Communication skills, written and oral, both one to one and with an audience. [D2]
- 9.3 Ability to make effective use of general IT facilities to support their activities. [D3]
- 9.4 Understanding the needs of individuals.
- 9.5 Organisational, prioritisation, time management and negotiating skills. [D5]
- 9.6 Self analysis and critical evaluation. [D5, D6]
- 9.7 Preparation of lesson plans and teaching materials.

Method of Assessment

Main assessment methods

Weekly logs (25%)

P1 Report and portfolio (35%)

P2 Project presentation (25%)

P3 Teacher Assessment (15%)

Reassessment methods

Like for like where possible. Due to the nature of this module, and safeguarding issues relating to outside contact involving interaction with children, it is not necessarily possible to retrieve credit for this module. A different module must be chosen as a replacement if the failure is related to the actual placement.

Preliminary Reading

About UAS: <http://www.uas.ac.uk>

About SETNET: <http://www.setnet.org.uk>

Information on the National Curriculum: <http://www.nc.uk.net>

Pre-requisites

This module has no specific prerequisites but requires a general understanding of computing technology, as would be gained by completing Stage 1 of a computing related programme.

Acceptance on the module is by interview and is subject to DBS clearance. Acceptance does not guarantee a school placement; if no suitable placement can be found students must choose a different module.

Synopsis *

Students will spend one half-day per week for ten weeks in a school with a nominated teacher. They will observe sessions taught by their designated teacher and possibly other teachers. Later they will act somewhat in the role of a teaching assistant, by helping individual pupils who are having difficulties or by working with small groups. They may take 'hotspots': brief sessions with the whole class where they explain a technical topic or talk about aspects of university life. They must keep a weekly log of their activities. Each student must also devise a special project in consultation with the teacher and with the module convenor. They must then implement and evaluate the project.

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CO657		Internet of Things				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 38 hours
Private study hours: 112 hours
Total study hours: 150 hours

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Describe the technologies used for the Internet of Things, including (passive and active) sensors, actuators, the physical communications layer, communications protocols, programming frameworks, and an understanding of energy and bandwidth constraints.
2. Design and implement software for Internet of Things applications, including both low-level firmware on embedded devices and higher-level data processing for data obtained from sensors.
3. Design and build a simple sensor network based on Internet of Things technology.
4. Discuss and make informed comments on research into, and application areas of, the Internet of Things, including an understanding of the commercial context.

Method of Assessment

Main assessment methods:

100% coursework, composed of:

- A1- Simple embedded programming (individual) (15%)
- A2 - IoT System (individual or groups of 2 students)
 - A2.1 – Concept poster (10%)
 - A2.2 – IoT Device video (10%)
 - A2.3 – IoT System final (65%)

Preliminary Reading

Atzori, L., Iera, A., Morabito, G. (2010) The Internet of Things: A Survey. *Computer Networks*, 54(15), 2787-2805.
Fell, M. (2014) Roadmap for the Emerging "Internet of Things". Carré and Strauss.
Kortuem, G et al. (2010). Smart objects as building blocks for the Internet of things. *IEEE Internet Computing*, 14(1):44-51.
Welbourne, E et al. (2009). Building the Internet of Things Using RFID. *IEEE Internet Computing*, 13(3):48–55.
Fernandes, E., Jung, J., & Prakash, A. (2016, May). Security analysis of emerging smart home applications. In *Security and Privacy (SP), 2016 IEEE Symposium on* (pp. 636-654). IEEE.
Al-Fuqaha, A., Guizani, M., Mohammadi, M., Aledhari, M. and Ayyash, M. (2015). Internet of Things: A Survey on Enabling Technologies, Protocols, and Applications. *IEEE Communications Surveys & Tutorials*, 17(4), pp.2347-2376.

Pre-requisites

Pre-requisites:

COMP3200 Introduction to Object-oriented Programming,
COMP5200 Further Object-oriented Programming,
COMP3230 Databases and the Web,
COMP3240 Computer Systems or COMP5270 Operating systems and architecture or COMP5570 Computer Systems

Synopsis *

The module will cover a mixture of theoretical and practical topics in the area of the Internet of Things (IoT), that is, the use of Internet technologies to access and interact with objects in the physical world. This will include coverage of the range of sensor and actuator devices available, ways in which they communicate and compute, methods for getting information to and from IoT-enabled devices, and ways of visualising and processing data gained from the IoT. A practical component will consist of building the hardware and software for a sensor network and a system to collect, process and visualise data from that network.

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CO659 Computational Creativity						
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	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 34
 Private study hours: 116
 Total study hours: 150 hours

Learning Outcomes

On successfully completing the module students will be able to:

1. State and compare the various definitions of computational and human creativity, to discuss the various philosophical issues relating to computational and human creativity, and to relate these to specific examples of creative software e.g. software which composes music, writes stories, or creates scientific hypotheses.
2. Describe a number of computational creativity systems, both standalone and collaborative, to describe the techniques used in creating them, and describe how they are used in specific examples across a number of creative domains in the arts and sciences.
3. Write software that implements computational creativity techniques, grounded in an understanding of research in the area, applied to a variety of domains in the arts and sciences.
4. Describe, employ and debate methods for evaluation of computational creativity.
5. Identify appropriate contexts for using computational creativity, and design an appropriate system for that context.

Method of Assessment

Presentation and Participation in Seminars, 15 hours (20%)
 Practical Project, Report and Video, 35 hours (80%)

Preliminary Reading

There is no specific textbook for this module. However students will be expected to read material provided in lectures, web-based articles and classes, as well as relevant textbooks. The following list is by way of example only:

Boden, M. (1990/2003). *The Creative Mind: Myths and Mechanisms*. Routledge. ISBN 978-0415314534
 Deliege, I., and Wiggins, G. (eds) (2006). *Musical Creativity: Multidisciplinary Research in Theory and Practice*. Psychology Press. ISBN 978-1841695082
 McCormack, J., and d'Inverno, M. (eds). (2012). *Computers and Creativity*. Springer. ISBN 978-3-642-31726-2
 Veale, I. and Cardoso, A. (Eds) (2019). *Computational Creativity: The Philosophy and Engineering of Autonomously Creative Systems*. Springer. ISBN 978-3-319-43610-4
 Veale, T. (2012). *Exploding the Creativity Myth: The Computational Foundations of Linguistic Creativity*. Bloomsbury Acad. & Prof.. ISBN 978-1441181725
 Veale, T (2014). <http://robotcomix.com/> Web comics that transform our understanding of Computers and Creativity, Selected papers from special journal issues on computational creativity, 2006-present, as listed at <http://computationalcreativity.net/home/resources/journals/>

Pre-requisites

Pre-requisite: COMP5200 Further Object-Oriented Programming, or comparable programming competence (in the latter case, please contact course convenors beforehand to confirm before registering).
 MSc equivalent prerequisites (COMP8810, COMP8820)

Synopsis */

The module aim is to give students an overview and understanding of key theoretical, practical and philosophical research and issues around computational creativity, and to give them practical experience in writing and evaluating creative software.

The following is an indicative list of topics that may be covered:

- Introduction to computational creativity
- Examples of computational creativity software e.g. musical systems, artistic systems, linguistic systems, proof generator systems, systems for 2D and 3D design.
- Evaluation of computational creativity systems (both of the quality and the creativity of systems)
- Philosophical issues concerning creativity in computers
- Comparison of computer creativity to human creativity
- Collaborative creativity between humans and computers
- Overview of recent research directions/results in computational creativity
- Practical experience in writing creative software.

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DI501 Climate Change and Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc in Wildlife Conservation
 BSc Human Ecology

Contact Hours

Total contact hours: 24
 Private study hours: 126
 Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 demonstrate a clear understanding of past, present and possible future climates;
- 8.2 demonstrate a detailed knowledge of the contribution anthropogenic factors have played in contemporary climate change;
- 8.3 demonstrate an advanced comprehension of how organisms, populations and communities have/will respond to climate change;
- 8.4 demonstrate synthesis of the measures that can be taken to mitigate climate change;
- 8.5 demonstrate critical evaluation of the various conservation actions/interventions that may be needed in a changing climate.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Communicate and disseminate knowledge effectively to a range of audiences (from the general public to subject specialists).
- 9.2 Demonstrate advanced analytical skills and interpret statistics.
- 9.3 Manage study/work time effectively.
- 9.4 Contribute constructively to team tasks.
- 9.5 Demonstrate critical thinking and reading skills.

Method of Assessment

Critical Writing Assignment (2500 words) (45%)
 Computing Practical Report (2000 words) (35%)
 COP briefing assignment (500 words) (10%)
 COP presentation (10%)

Reassessment methods: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Brodie, J. Post, E. and Doak, D. (Editors) 2012. *Wildlife conservation in a changing climate*. University of Chicago Press, Chicago.

Burroughs, W.J. 2001. *Climate Change: a multidisciplinary approach*. Cambridge University Press, Cambridge.

Hannah, L. 2015. *Climate change biology*. Second Edition, Academic Press, London.

IPCC, 2014. *Climate change. Fifth assessment synthesis report*. (Pachauri, R.K and Reisinger, A. Editors.). IPCC, Geneva, Switzerland. (<http://www.ipcc.ch/report/ar5/syr/>)

Peake, S. and Smith, J. 2009. *Climate change: from science to sustainability*. 2nd edition, Oxford University Press, Oxford

Pre-requisites

None

Synopsis

This module will inform students how climate has influenced the diversity of life on Earth, from past to present, and its likely future impacts. We will begin with a summary of the physical science basis of contemporary climate change and the role that anthropogenic factors have played since the commencement of the industrial era. We will then explore the biological and ecological impacts of climate change on individual organisms, populations and communities, with particular emphasis given to understanding how species are responding. The module will then explore how conservation biologists are using particular interventions to ameliorate the most harmful and destabilising effects of climate change. From a more general perspective, the social, economic and political ways in which climate change can be mitigated will be assessed.

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DI503 Evolutionary Genetics and Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Exam	
1	Canterbury	Spring	H	15 (7.5)	100% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

Optional for:

BSc in Wildlife Conservation (and cognate courses)

BSc Anthropology

BSc Biological Anthropology

BSc Human Biology and Behaviour

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. Understand the different issues involved in evolutionary genetics from a theoretical standpoint.
2. Gain knowledge of the practical tools available to measure genetic diversity and evolutionary distinctiveness for making conservation management decisions.
3. Understand and discuss in detail key topics regarding population genetics and conservation genetics.
4. Understand the fundamental ecological and biodiversity-related concepts and how they apply to wildlife conservation, especially in the context of evolutionary genetics within the broader remit of conservation biology and ecology.
5. Understand the role of ecology in genetic problems associated with small population biology alongside evolutionary processes.
6. Interpret genetic data, relating to genetics in wildlife conservation issues, acquired for endangered species and relate this to behavioural data in the context of conservation biology.

Generic learning outcomes. Successfully completing the module will:

- 1 Develop your awareness of issues and practices involved with species conservation.
- 2 Develop your awareness of relevant biological processes.
3. Enhance your ability to analyse and appraise case studies.
4. Enhance your ability to interpret scholarly publications.
5. Assist the development of your independent research skills.
6. Develop your knowledge through discussion seminars.

Method of Assessment

Examination (2 hour) 100%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment methods: Like for like

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

Frankham, R., Ballou, J. D. & Briscoe, D. A. (2002). *Introduction to Conservation Genetics*. Cambridge University Press.

Stearns, S. C. & Hoekstra, R. F. (2000). *Evolution – An Introduction*. Oxford University Press.

Landweber, L. F. & Dobson, A. P. (1999). *Genetics and the extinction of species – DNA and the conservation of biodiversity*. Princeton University Press, New Jersey.

Schluter, D. (2001) *The Ecology of Adaptive Radiation*. Oxford Series in Ecology & Evolution. Oxford University Press.

Grant, P. (2002). *Ecology and Evolution of Darwin's Finches*. Princeton University Press.

Soule, M. E. (1987). *Viable Populations for Conservation*. Cambridge University Press.

Pre-requisites

Preferably at least one WCON module, subject to School review

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Synopsis *

Genetics forms the basis of the diversity of life on earth, and is fundamental to biodiversity, speciation, evolutionary ecology, and has become recognised to be vital to the successful restoration of endangered species. An understanding of the evolutionary processes that foster biodiversity and genetic diversity is essential for modern conservation biologists, across timescales ranging from a few generations to millions of years. Students will gain an understanding of the importance of genetic processes and evolutionary mechanisms within the context of conservation.

DI505 Conceptual Frameworks in Conservation Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
3	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
3	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc Wildlife Conservation

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 demonstrate a sound understanding of current key issues in biodiversity and conservation
- 8.2 develop an enhanced understanding of some important concepts in conservation science
- 8.3 demonstrate skills in critical thinking, and theoretically apply these to conservation problems
- 8.4 understand how current issues impact on conservation practice
- 8.5 develop skills to predict future issues in conservation (horizon scanning)

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 demonstrate added confidence and competence in their analytical skills
- 9.2 demonstrate heightened ability to express themselves in speech and in writing
- 9.3 demonstrate heightened competence in communication more generally
- 9.4 synthesise the research of others and form a coherent argument with it
- 9.5 develop research skills of their own with which to identify and locate appropriate sources

Method of Assessment

Written Report (50%)

Examination, 2 hour (50%)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment methods: Like for Like.

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Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Ewen, J.G. 2012 *Reintroduction biology: integrating science and management*. Wiley-Blackwell, Oxford

Gaston, K.J. and Blackburn, T.M. 2000 *Pattern and Process in Macroecology*. Blackwells.

Gaston, K.J. and Spicer, J.I. 2004 *Biodiversity: An Introduction*. Blackwell Publishing

Milner-Gulland, E.J. and Rowcliffe, J.M. 2007. *Conservation and Sustainable Use: A Handbook of Techniques*. Oxford University Press

Osborne, P.L. 2000. *Tropical Ecosystems and Ecological Concepts*. Cambridge University Press

Pimm, S.L. 1991 *The Balance of Nature: Ecological Issues in Conservation of Species and Communities*. University of Chicago Press, Chicago

Sodhi, N.S. 2007. *Tropical Conservation Biology*. Blackwell Publishing.

Zimmermann, A. 2007 *Zoos in the 21st century: catalysts for conservation?* Cambridge University Press.

Pre-requisites

None

Synopsis *

The aim of this module is to examine emerging and controversial topics in conservation biology and to help students develop conceptual and critical thinking. Each week a topic is introduced in the lecture and discussed in seminar later in the week. You will be given papers on Moodle to read and evaluate before the seminar. Indicative topics that will be critically evaluated during the course include: developing sustainable use strategies for over-exploited species, wildlife trade and illegal hunting, the roles of zoos and museums in conservation biology, the impact of emerging infectious diseases, large-scale ecological and evolutionary approaches for setting conservation priorities, and the importance of reintroduction for recovery of threatened species.

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DI508 Data Analysis for Conservation Biologists						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

BSc Wildlife Conservation,
BA Environmental Social Sciences
BSc Human Ecology

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 discuss the theoretical Normal Distribution, and its application to data analysis.
- 8.2 discuss null Hypotheses, Type I and II Errors, Sample Strategies, and Independence
- 8.3 discuss One- and Two-Tailed Tests.
- 8.4 discuss analysis of Variance (ANOVA), and Chi-Squared.
- 8.5 discuss Bivariate Data, Regression Analysis and Correlation Coefficients

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 understand, analyse and re-affirm statistical concepts, and their correct use and relevance to field biologists.
- 9.2 understand topics including measures of central tendency, frequency distributions, the normal distribution, standard errors, and how sample parameters, and null hypotheses apply in real biological situations.
- 9.3 understand further topics including one- and two-tailed tests, chi-squared test, correlations, regression analysis, and analysis of variance (ANOVA).
- 9.4 understand the role of probability in field biology, and its application to biological questions.

Method of Assessment

Assignment 1 Correlations (40%)
Assignment 2 ANOVA (40%)
Module Test (20%).

Reassessment methods: 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Fowler, J., Cohen, L. & Jarvis, P. (1998). Practical Statistics for Field Biology. John Wiley & Sons. Chichester, UK.

Ruxton, G. D. & Colegrave, N. (2003). Experimental Design for the Life Sciences. Oxford University Press.

Pre-requisites

None

Synopsis *

This course is designed to introduce and re-affirm statistical concepts, and their correct use and relevance to field biologists. Introductory topics will include measures of central tendency, frequency distributions, the normal distribution, standard errors, and how sample parameters, and null hypotheses apply in real biological situations. Further topics will include one- and two-tailed tests, chi-squared test, regression analysis, and analysis of variance. The role of probability in field biology will be considered, and its application to biological questions.

Throughout, emphasis will be placed on practical application of statistics as much as possible, and when and how they are applied. Since there is both a theoretical and practical component, students should aim to link the theory presented in lectures with the practical sessions and field trip components. The field trips will be towards the end, by which time students will have been exposed to sufficient statistical methods, and be ready to apply it. By the end of the module, students should have a knowledge of the underlying principles of biological statistics, be able to evaluate from a theoretical stand-point and in practise, statistical results, and have a sound appreciation of the benefits and limitations of different statistical techniques and their application to field biology.

The role of this module has been to provide students with the statistical knowledge to conduct their data analysis for their research project, and to reinforce the appreciation and knowledge of statistical methods within a biological framework. It is often the case that students in the second and third years of their degree are able to execute statistical analysis via computer programmes, but lack an appreciation of what the statistical results actually mean, and the ability to correctly interpret them in the context of their research. This module is designed to address these issues through a combination of lectures on statistical topics within a biological framework, and practical tasks and exercises.

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DI510	Global Biodiversity					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

Pre-requisite: WCON5390 Applied Ecology and Conservation
Optional for: BSc. Wildlife Conservation (and cognate courses)

Contact Hours

Total contact hours: 40
Private study hours: 110
Total study hours: 150

Department Checked

14.03.22

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Apply principles in population and community ecology to key landscape management and conservation questions.
- 8.2 Understand the characteristics and ecological processes that define temperate ecosystems and their wildlife.
- 8.3 Gain theoretical and direct experience of the major conservation issues surrounding temperate ecosystems, particularly in Europe.
- 8.4 Critically evaluate the concept of restoration and rewilding.
- 8.5 Apply practical and analytical skills concerning ecological survey techniques and assessment methods for a range of temperate biota.

- 9.1 Make effective use of information sources.
- 9.2 Communicate succinctly the subject matter of practical tasks in group-based activities.
- 9.3 Understand and explain the theoretical, technical or applied dimensions of a problem.
- 9.4 Work independently, manage their own learning and development, including time management and organisational skills.

Method of Assessment

Written Assignment 2,500 words 50%
Poster 50%

Reassessment method

Reassessment instrument: 100% coursework

Preliminary Reading

Begon, M., Townsend, C.R. and Harper, J.L. (2005) Ecology: From Individuals to Ecosystems. 4th Ed. Blackwells.

Gaston, K.J. and Spicer, J.I. 2004 Biodiversity: An Introduction. Blackwell Publishing.

Howell, E. (2012) Introduction to restoration ecology. Island Press

Sinclair, A.R.E. (2006) Wildlife ecology, conservation, and management. Blackwell.

Sutherland, W, J. (2006) Ecological Census Techniques. Cambridge University Press

Tree, I. 2018. Wilding. Picador

Pre-requisites

WCON5390 Applied Ecology and Conservation

Synopsis *

This is a field-based module designed to provide students with first-hand experience of ecological processes, biodiversity and conservation issues associated with temperate environments. The British Isles support a variety of temperate ecosystems, which are often highly managed and compete for space with growing urbanisation and agricultural development. Many of the trade-offs between development and conservation can therefore be critically explored here in the UK. Topics to be covered in the curriculum include:

- Ecological management of key temperate habitats
- Practical training in ecological techniques and survey methods for a range of taxonomic groups
- Anthropogenic factors affecting protected and rare species in the UK
- Species recovery, restoration and/or rewilding programmes in the UK

Students will spend time working on ecological questions in temperate habitats, with an emphasis on practical training in ecological survey and assessment methods. Teaching on conservation will be integrated to gain direct appreciation of the issues, problems and solutions surrounding wildlife in temperate systems.

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DI518 Contemporary Conservation Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

BSc Wildlife Conservation
BSc Environmental Social Sciences

Contact Hours

Total contact hours: 23
Private study hours: 127
Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 place research ideas and concepts into a wider contemporary conservation context
- 8.2 appreciate the interplay between pure and applied conservation studies
- 8.3 review, summarise and commentate on current research topics
- 8.4 synthesise information in the specialist primary peer-reviewed journal literature, and subsequently use it to support a personal opinion

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 confidently and actively participate in research discussions so as to
- 9.2 understand how to manage study/work time effectively
- 9.3 develop critical thinking and reading skills
- 9.4 improve written presentation skills
- 9.5 successfully conduct in-depth independent library-based research

Method of Assessment

Written assignment 1 (2 pages) (33.3%)
Written assignment 2 (2 pages) (33.3%)
Written assignment 3 (2 pages) (33.4%).

Reassessment methods: 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Relevant readings relate to the seminars in the DICE seminar series, and thus change from year to year. The following readings are examples of Nature 'News and Views' articles which provide a model for written assessments.

Gill, D.A. et al. 2017. Capacity shortfalls hinder the performance of marine protected areas globally. *Nature* 543: 665-671.

Worm, B. 2017. How to heal an ocean. *Nature* 543: 630-631.

Birkenbach, A.M. et al. 2017. Catch shares slow the race to fish. *Nature* 544: 223-226.

Rosenberg, A.A. 2017. The race to fish slows down. *Nature* 544: 165-166.

Stegen, G. et al. 2017. Drivers of salamander extirpation mediated by *Batrachochytridium* salamandrivorans. *Nature* 544: 353-356.

Fisher, M.C. 2017. In peril from a perfect pathogen. *Nature* 544: 300-301.

Carvell, C. et al. 2017. Bumblebee family lineage survival is enhanced in high-quality landscapes. *Nature* 543: 547-549.

Lozier, J.D. 2017. A helping habitat for bumblebees. *Nature* 543: 498-499.

Pre-requisites

None

Synopsis *

Conservationists must continually analyse relevant and topical issues in a broad, real-world context. This includes understanding contemporary research, critically evaluating its ecological, evolutionary and interdisciplinary basis, and using this information to inform effective solutions to conservation problems that are embedded in social, political and economic reality. In this module, students will use and apply knowledge/skills gained throughout their degree programme during in-depth discussions of how current research programmes, as presented at the weekly DICE seminars, fit into the wider conservation context. In addition, they will write up these evaluations as a series of 'News and Views' style commentary articles, as published in the top international journal *Nature*.

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DI520		Conservation and Communities				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc in Wildlife Conservation
Available as a wild module

Contact Hours

25

Learning Outcomes

- 8.1 Understand the history of western conservation approaches towards local communities
- 8.2 Acquire a broad conceptual understanding of the social context of conservation, including economic, cultural and political factors
- 8.3 Acquire familiarity with different forms of community conservation and key issues and techniques in its implementation
- 8.4 Analyse case studies and come up with practical recommendations for management measures related to the relationship between communities and conservation
- 8.5 Critically approach and analyse of the current conservation-preservation debate

Method of Assessment

50% Exam; 50% Coursework
Coursework:
Essay/Report (50%)

Preliminary Reading

Russell, D. & Harsbarger, C. "Groundwork for Community Based Conservation"
Moulder, M.B. & Coppelillo, P. "Conservation: Linking Ecology, Economics and Culture" (2005)

Pre-requisites

None

Synopsis *

The driving causes of biodiversity loss are not just ecological, but also political, economic and cultural, and conservationists need to acquire the knowledge and skills to address broader social contexts. This module aims to introduce students to cutting-edge debates about the place of local people in biodiversity conservation, and provide them with an overview of the essential role that the social sciences play in the analysis of environmental issues. Objectives of the module are to provide students with a broad conceptual understanding of the social context of conservation; knowledge of the history of conservation approaches towards local communities; familiarity with key issues in the implementation of community conservation; and a critical approach to analysis of the current conservation-preservation debate.

DI521		Saving Endangered Species				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

BSc Wildlife Conservation

Contact Hours

This module will be taught by a two-day residential field trip at the Durrell Conservation Academy consisting of formal lectures/presentations, group activities and behind-the-scenes tours of captive-breeding facilities and the zoo collection. There will be additional lectures and seminars on campus.

Contact Hours: 28
Private Study: 122

Department Checked

04.03.2021

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Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Have a detailed appreciation of the concept of species within the wider context of conservation.
- 8.2 Understand the concept of – and how to quantify - extinction risk
- 8.3 Critically evaluate the merits of different population recovery techniques including approaches to captive-breeding.
- 8.4 Recognise the importance of health and disease monitoring of wildlife in the context of endangered species management.
- 8.5 Demonstrate a detailed knowledge of case studies of international species recovery programmes, and an understanding of reasons that may underpin their success or failure.
- 8.6 Prioritize conservation management interventions at the species level within a wider context of the main causes of population decline.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Communicate succinctly the subject matter of practical tasks in group-based activities
- 9.2 Work independently, manage their own learning and development, including time management and organisational skills.
- 9.3 Critically evaluate information from multiple sources regarding for example, a particular case study (or case studies).
- 9.4 Devise and sustain reasoned arguments founded on independent research

Method of Assessment

Abstract of Critical Evaluation Report - abstract of 1000 words: (20%)
Critical Evaluation Report - 4000 words (80%)

Reassessment methods: Students will be asked to submit an essay for 100% of the module mark

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Ewen, J. (2012) *Reintroduction Biology: Integrating Science and Management* Wiley-Blackwell.

Sutherland B., I. Newton and R Green. (2004), *Bird Ecology and Conservation: A Handbook of Techniques* (core). Oxford University Press.

Whittaker, R. (1998). *Island Biogeography: Ecology, Evolution, and Conservation* (core). Oxford University Press

Norris K. and D. Pain. (2002). *Conserving Bird Biodiversity: General Principles and their Application* (core). Cambridge University Press.

Pullin, A (2002). *Conservation Biology* (core). Cambridge University Press.

Caughley, G and A. Gunn. (1996) *Conservation Biology in Theory and Practice* (Core). Blackwell Science.

Powell, A (2008). *The Race to Save the World's Rarest Bird: The Discovery and Death of The Po'ouli*, Stackpole Books.

Turvey, S (2009). *Witness to Extinction: How We Failed to Save The Yangtze River Dolphin*. Oxford University

Juniper, T (2002). *Spix's Macaw: The Race to Save the World's Rarest Bird*, Fouth Estate.

MacDonald, P (2010). *Facing Extinction: The World's Rarest Birds and the Race to Save Them*, T & AD Poyser.

Nicholls, H (2006). *Lonesome George: The Life and Loves of a Conservation Icon*, Macmillan.

Pre-requisites

None

Synopsis *

This module examines today's cutting-edge techniques that are available to wildlife biologists attempting to save some of the world's most critically endangered species from extinction. The module exposes students directly to world experts in this field through a two-day residential field trip to the Durrell Conservation Academy on Jersey where formal presentations and group activities together with behind-the-scenes tours of state-of-the-art captive-breeding facilities provide a first-hand experience of species conservation on a global scale. The module then examines a number of cross-cutting themes relevant to recovering endangered species, including the management of invasive species, leadership of species recovery programmes, island endemic species, species of extreme rarity, reintroduction biology and managing infectious disease in conservation programmes. Throughout the module iconic case histories are examined and used as a way to consider the reasons why some programmes are successful whilst others fail. The consideration of topics and case studies leads to a reappraisal of particular approaches to species conservation such as institutional priority-setting, field infrastructures and leadership styles which tomorrow's wildlife biologists will need in order to restore endangered species in the future.

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DI522 Research Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	

Availability

BSc Wildlife Conservation,
BA Environmental Social Sciences.
BSc Human Ecology

Contact Hours

Total contact hours: 24
Private study hours: 276
Total study hours: 300

Department Checked

04.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 design and carry out a piece of research related to conservation and the environment, identify and use theories and concepts to analyse environmental issues

8.2 analyse results and place them in the context of the existing literature, and to present and write up the findings

8.3 gain the ability to identify a research question and to collect and manipulate data to answer that question

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. demonstrate general learning and study skills; be reflective, adaptive and collaborative in their approach to learning; use IT to word process, conduct online searches, communicate by email and access data sources

9.2 demonstrate critical and analytical skills

9.3 communicate ideas and make a structured and logical argument to others, both in written and spoken form

9.4 design, implement, analyse and write up a research project, including the ability to identify a research question and to collect and manipulate data to answer that question

9.5 carry out a literature review and place their project in the context of the existing literature

9.6 formulate and test theories

9.7 demonstrate enhanced skills in presentation, report writing, time management, use of the academic literature, carrying out independent research

Method of Assessment

Draft of Dissertation (10%)
Presentation (10%)
Dissertation (80%) *

* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: 100% Project.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Fowler J and Cohen, L Practical Statistics for Field Biology, 2nd edn.

Newing H. 2011. Conducting research in conservation: social science methods and practice. Routledge.

Pechenik J. and Lamb B. (1994) How to Write About Biology. Harper Collins: London

Robson R. (1994). Real World Research . Blackwell: Oxford.

Robson C. 2007. How to do a research project: a guide for undergraduate students. Blackwell Publishing

Pre-requisites

None

Synopsis *

The module is considered as an important element of Wildlife Conservation undergraduate training. The opportunity to engage in personal research is seen as an essential element of academic training in all disciplines. The particular skills necessary to undertake research, whether practical fieldwork or laboratory work or a desk-based study, can only be taught through the medium of practically orientated investigative tasks. The principle objective in the research project is to assist students in gaining insight into the organisation, analysis and communication of research. The approved investigation may be novel i.e. one that has not previously been carried out, or it may repeat previously executed work for comparative or control purposes

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DI527	Practical Guiding and Interpretation					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

As a Wild module it does not require reference to a specific programme (although the initial teaching focus on the only established University Trail, namely the Nature Trail, would make it particularly suitable to students on the BSc in Wildlife Conservation)

Contact Hours

24

Learning Outcomes

Carry out appropriate research to gather the information necessary for the design of a guided tour of part of the University campus

Design and plan an effective guided tour of part of the University campus

Conduct and critically assess an effective guided tour of part of the University campus

Relate the above practice to the wider theory and practice of guiding

Research, design and plan more effectively and more creatively.

Demonstrate improved organisation and communication skills.

Critically evaluate his/her own guiding performance and that of others.

Critically evaluate interpretative materials.

Method of Assessment

Fact list (information gathering and organisation)

Narrative presentations (communication skills)

Guiding practice (relating practice to theory; organisation and planning skills; communication skills)

Final guiding narrative text and practice (writing skills; skills application; critical evaluation)

Preliminary Reading

Biodiversity Project – <http://www.biodiversityproject.org>

Elder, J., Coffin, C. and Farrow, M. 1998. Engaging the Public on Biodiversity: a road map for education and communication strategies Wisconsin: The Biodiversity Project.

Farber, M.E. and Hall, T.E. 2007. Emotion and the Environment: Visitors' extraordinary experiences along the Dalton highway in Alaska. *Journal of Leisure Research* 39(2): 248-270.

Gough, N. 1993. Environmental Education, Narrative Complexity and Postmodern Science Fiction. *International Journal of Science Education* 15(5): 607-625.

Herrick, T.A. and McDonald, C.D. 1992. Factors affecting overall satisfaction with a river recreation experience. *Environmental Management* 16(2): 243-247.

Jacobson, S.K. 1997. Rapid assessment for conservation education (RACE). *Journal of Environmental Education*, 28(3): 10-19.

Lee, B., Shafer, C.S. and Kang, I.H. 2005. Examining relationships among perceptions of self, episode-specific evaluations, and overall satisfaction with a leisure activity. *Leisure Sciences* 27(2): 93-109.

Malone, K 1999. Environmental Education Researchers as Environmental Activists. *Environmental Education Research*, 5(2): 163-176. PCC + OLL

Mehmetoglu, M. 2007. Typologising nature-based tourists by activity – theoretical and practical implications. *Tourism Management* 28(3): 651-660.

Nabhan, G. and St. Antoine, S. 1993. The Loss of Floral and Faunal Story: The Extinction of Experience. in S.R.Kellert and E.O.Wilson (eds.) *The Biophilia Hypothesis*. Washington: Island Press. pp. 229-250.

Palmer, J. and Neal, P. 1994. *The Handbook of Environmental Education*. London: Routledge. SLC

Rickinson, M. 2001, 'Learners and Learning in Environmental Education; a critical review of the evidence' *Environmental Education Research*, 7(3):207-320.

Society for Conservation Biology 2004. *Principles of Conservation Biology: Recommended Guidelines for Conservation Literacy from the Education Committee of the Society for Conservation Biology*. *Conservation Biology* 18(5):1180-1190.

Tait, J. *Practical conservation: site assessment and management planning*. The Open University in association with the Nature Conservancy Council, 1988.

WWF – A Biodiversity Education Framework: key concepts and skills.

Pre-requisites

None

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Synopsis *

The purpose of this module is to provide students with both a theoretical and working knowledge and understanding of guiding and interpretation (where interpretation is seen as educational activity that aims to reveal meaning and relationships through the use of first hand experience and illustrative media, rather than simply communicating factual information). In offering a rigorous, academic understanding of the subject area, as well as engaging with basic background facts and issues the lectures will cover the theoretical context of each subtopic, whether this is for example, the historical development of guiding, the process of storytelling, or the nature of factual information. Seminars will address the theoretical and evidential background covered in the lectures, address questions and issues that arise, critically examine relevant literature, and consider the practical implications in relation to guiding and interpretation. They will also assess examples of guiding from other sites, discuss and inform student's private study activities, and include visits to potential guiding sites on campus. Lectures and seminars will be complemented by student presentation exercises and practical guiding and critique sessions. The final assessment will be of a short guided tour of campus focussed on a specific subject/theme, plus a written descriptive and analytical report that sets this tour within the wider theoretical and research framework. Successful completion of the module will enhance prospects of employment and business set-up in conservation and related heritage tourism industries

Topics covered

- What guiding and interpretation are + their history, development and importance
- The visitor experience – expectations, the visit event and outcomes
- Preliminary site surveys and information gathering
- Improving presentation and interpretative skills
- Developing fact lists and interpretative materials
- The nature of narrative and the narrative of nature
- Guiding and interpretation in practice I
- Planning, risk assessment and 'customer care'
- Guiding and interpretation in practice II

DI528 Conservation Social Science: Methods and Research Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

DI530 Spatial Analysis: Principles and Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

DI531 Human Wildlife Conflict and Resource Competition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

BSc Wildlife Conservation
BA Environmental Social Sciences
BA Human Ecology

Also available as an Elective Module

Contact Hours

Total Contact Hours: 25
Private Study Hours: 125

Department Checked

04.03.2021

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Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1: Critically engage with theoretical questions and practical challenges posed by human-wildlife conflicts (HWCs) and resource competition.
- 8.2: Demonstrate familiarity with the multidisciplinary dimensions of human-wildlife conflict issues and their global scope
- 8.3: Demonstrate an understanding of how to study HWCs, to design conflict mitigation schemes, and to evaluate their effectiveness.
- 8.4: Demonstrate knowledge of the differing implications and impacts of HWCs across protected and non-protected area landscapes.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1: Apply critical thinking in writing, debate and presentation
- 9.2: Integrate theory and practice
- 9.3: Communicate with their peers in an academic setting.
- 9.4: Use a variety of tools effectively to conduct research.
- 9.5: Coherently present published data supported by quantitative and qualitative evidence both verbally and in written form.
- 9.6: Engage effectively in independent research and learning required for further study or professional work.

Method of Assessment

60% Essay – no more than 3,000 Word: 60%
Abstract: 20%
Debate Assessment: Group Debate: 20%

Reassessment methods: Students will be asked to submit an essay as an alternative assessment for 100% of the module mark

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Hill, C. M., Webber, A. D., & Priston, N. E. C. (Eds.). (2017). *Understanding Conflicts About Wildlife: A Biosocial Approach*. Oxford: Berghahn.

Hockings, K. & Humle, T. (2009). *Best Practice Guidelines for the Prevention and Mitigation of Conflict between Great Apes and Humans*. Gland, Switzerland: SSC Primate Specialist Group of the World Conservation Union:
<https://portals.iucn.org/library/efiles/documents/ssc-op-037.pdf>

Knight J. (2000) *Natural Enemies: Human-Wildlife Conflict in Anthropological Perspective*. London Routledge.

Knight J. (2006) *Waiting for Wolves in Japan: An Anthropological Study of People-Wildlife Relations*. Oxford: Oxford University Press.

Macdonald W.D. & Willis K.J. (Eds.) (2013) *Key Topics in Conservation Biology 2*. Oxford: Wiley-Blackwell

Sillero-Zubiri C. et al. (2007) *Living with wildlife: the roots of conflict and the solutions*. In: Macdonald W.D (Ed.) *Key Topics in Conservation Biology*. Oxford: Blackwell.

Woodroffe R. et al. (2005) *People and Wildlife: Conflict or Coexistence?* Cambridge: Cambridge University Press.

Pre-requisites

None

Synopsis *

Human-wildlife conflicts and resource competition imply costs on human social, economic or cultural life and on the ecological, social or cultural life of wildlife concerned, often to the detriment of conservation objectives and socio-economic realities. This module aims to introduce students to the magnitude and multidisciplinary dimensions of human-wildlife conflicts (HWC) and resource competition, and current approaches and challenges in mitigating and preventing HWC. We will explore how theoretical frameworks for approaching HWC are most often confined within disciplinary boundaries and how more holistic approaches can better equip conservationists and other professionals in dealing with the issue. Using a variety of teaching and learning methods, students will learn about issues involved in determining and analysing HWC, and planning, implementing and evaluating conflict mitigation or prevention schemes.

DI532 Creative Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

BSc Anthropology; BA Environmental Studies; BSc Wildlife Conservation; BSc Human Ecology

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Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate developed creative practice in the context of a deeper understanding of specific conservation issues.
- 8.2 Acquire developed range of practical skills relating to the module topics and of use to conservation practice.
- 8.3 Demonstrate an understanding of the theoretical underpinnings to their creative conservation practice.
- 8.4 Demonstrate developed capacity to work alone and in teams whilst focussing on different conservation-oriented activities.
- 8.5 Demonstrate developed capacity to communicate and explain process, nature and outcomes of their creative practice.
- 8.6 Critically engage with their creative practice across each of the individual topics selected to comprise the curriculum (see below) and engaged with the theoretical background and underpinnings as well as the more practical aspects.

Method of Assessment

Individual Practical Project (30%)

Individual Group Practical Final Text (4000 words) (40%)

Group Practical Project (30%)

Reassessment Instrument: 100% coursework.

Preliminary Reading

There is no single text book designated for this module, and students will be given references to specific articles/chapters in books etc. as we move through the module. Readings will be given primarily to inform the seminar and practical/workshop discussions (some to help in thinking about the practical aspects and the written assessments). These will be relatively few in number, so students will be expected to have read and digested them thoroughly. A separate list of useful references will be uploaded to Moodle and regularly updated, and students are encouraged to share references with each other. These references should also include websites and other online materials.

Pre-requisites

Synopsis *

Creative Conservation will engage students with a range of ways of thinking critically about conservation issues and their communication whilst developing their own creative practice and skills portfolio. The approach will seek to take a truly interdisciplinary approach, exploring these issues from a range of disciplinary perspectives and seeking syntheses and new imaginings in addressing them. Topics of focus may include:

- * History of place and the relationship with nature – esp. East Kent and the Blean
- * Photography - and the use of the still image
- * Video - as representation and a research tool
- * Art and Conservation - craftwork, eco-regional design and natural resource utilisation
- * The Wildlife Documentary - a critical deconstruction and analysis
- * Campaigning for Conservation
- * Conservation and Agriculture
- * Performance Ethnography - a theoretical framework for action research in conservation

In each case the theoretical, as well as the applied practical aspects of the topic will form a core component of the learning and teaching.

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DI533 Professional Placements						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	120 (60)	100% Coursework	
1	Canterbury	Whole Year	H	120 (60)	Pass/Fail Only	

Availability

[Standard SAC programmes] with a year in professional practice

Contact Hours

Not applicable

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

During the placement, students will:

8.1: gain familiarity with the workings of a professional organisation working in a field related to their degree programme

8.2: develop an advanced ability to apply academic knowledge from their degree programme and related generic skills to day-to-day work for a professional organisation

8.3 Understand and explain the theoretical, technical or applied dimensions of an applied problem relevant to their degree programme

Method of Assessment

Manager Appraisal Pass / Fail, compulsory element

Report – 4000 words Pass / Fail, compulsory element

Presentation Pass / Fail, compulsory element

Reassessment method

100% Coursework (Report – 4000 words), Pass/Fail

Preliminary Reading

Not applicable

Pre-requisites

None

Restrictions

Participation in this module is dependent on students obtaining an appropriate placement or placements. It is also normally dependent on maintaining a clean disciplinary record during their registration on the degree programme up to the time of their placement, although these requirements may be waived in individual cases at the discretion of the module and programme convenors where we judge that there is a strong case for allowing the placement to go ahead. Students who do not meet these conditions will normally be required to transfer to the appropriate programme without a Year in Professional Practice.

Synopsis <span style =

The aim of the module is to provide students with the opportunity to spend a year (minimum 24 weeks) working in a professional environment, applying and enhancing the knowledge, skills and techniques that they have acquired in Stages 1 and 2 of their degree programme. This may be made up of a single placement of at least 24 weeks or of two or more shorter placements that together add up to at least 24 weeks. Individual placements will involve one or more defined roles or tasks; for example placements may involve contributing to, producing or carrying out (i) a piece of research; (ii) a management plan or other management tool; (iii) a policy report, a piece of law or policy or its implementation; (iv) an exercise related to the storage and systematisation of data sets; (v) facilitation, planning and coordination of a consultation process or an event (vi) development of educational, awareness-raising or advocacy materials or activities. The work they do is entirely under the direction of their line manager at each placement, but support is provided via a named member of academic staff within the School (the 'Placement coordinator' for each student). This support includes ensuring that the work they are being expected to do is such that they can meet the learning outcomes of the module.

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DI535 Tropical Ecology and Conservation						
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	

Availability

The module will be offered to Stage 3 students and taught in either:

- the summer vacation between Stages 2 and 3 with credit awarded in the Autumn term at Stage 3, or
- the winter vacation of Stage 3 with credit awarded in the Spring term.

Optional for: BSc Wildlife Conservation

Contact Hours

Total contact hours: 76

Total private study hours: 74

Total study hours: 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module you will be able to:

1. Explain in depth the characteristics and ecological processes that define tropical rainforests as well as the characteristics of disturbed tropical forests and the breakdown of ecological processes within these habitats.
2. Demonstrate a critical understanding of the importance of tropical forests as centres of biodiversity and ecological diversification.
3. Apply theoretical and experiential knowledge gained regarding the major conservation issues surrounding rainforests to evaluate ways by which environmental impacts on tropical habitats can be mitigated.
4. Apply practical and analytical skills concerning ecological survey techniques and ecological assessment methods for a range of tropical biota, which can also be applied to other ecosystems.

Method of Assessment

Written Assignment 1 (2,000 words) 35%

Written Assignment 2 (2,000 words) 35%

Field notebook (ca. 30 pages) 15%

Presentation (group work) (10 mins plus supporting documentation) 15%

Reassessment method: Like for like

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages

(<https://kent.rl.talis.com/index.html>).

Pre-requisites

WCON5390 or WCON5100 advisable but not required

Synopsis *

This residential module is designed to provide you with first-hand experience of ecological processes, biodiversity and conservation issues associated with humid tropical environments. Tropical rainforests are the most biologically diverse habitats on Earth and the loss of rainforest is of tremendous conservation concern, due to both loss of diversity and its consequences for global warming.

Topics to be covered in the curriculum:

- Rainforest structure and defining characteristics of pristine and disturbed habitats.
- Practical training in ecological techniques and survey methods for a range of terrestrial taxonomic groups.
- Anthropogenic factors affecting rainforests including logging, fragmentation, global warming & agriculture.

The module will take place in a field studies centre at a rainforest location where there is an adequate infrastructure to ensure an acceptable standard of logistical support and health and safety conditions. You will spend time working in forest systems, and there will be an emphasis on practical training in ecological survey and assessment methods. Teaching on conservation will be integrated with short visits to surrounding sites to gain direct appreciation of the issues, problems and solutions surrounding rainforests and their wildlife.

Participation in the module will be dependent on maintaining a clean disciplinary record during registration on the degree programme prior to the module. These requirements may be waived in individual cases at the discretion of the module and programme convenors where we judge that there is a strong case for allowing the student onto the module.

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DI537 Conservation Social Science: Methods and Research Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

BSc Wildlife Conservation,
BSc in Human Ecology
BA Environmental Social sciences.

Also available as an Elective Module.

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 have a sound understanding of different basic approaches to research design, including different research strategies (induction / deduction) and different research design structures (experimental, observational and so on)

8.2 understand the broad differences between quantitative and qualitative approaches to research and the relative merits of each.

8.3 gain skills in the design and use of qualitative interviews and questionnaires

8.4 gain skills in simple analysis and presentation of both qualitative and quantitative data

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 demonstrate an understanding of how social aspects of conservation research projects need to be designed, analysed and reported

9.2 demonstrate general learning, problem-solving and study skills

9.3 express ideas in writing and orally

9.4 demonstrate computer, report writing, time management, library and independent research skills

9.5 design, implement, analyse and write-up a piece of empirical research

Method of Assessment

Written Report (2000 words) (60%)
Examination, 2 hours (40%).

Reassessment methods: 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Bryman A., 2012. Social research methods, (Oxford: Oxford University Press).

Corbin, Juliet M., Strauss, Anselm L. & Strauss, Anselm L., 2008. Basics of qualitative research: techniques and procedures for developing grounded theory, (London: Sage Publications, Inc.)

Gerring, J. (2007) Case Study Research: Principles and Practices, (Cambridge: Cambridge University Press.)

Lapan. S. et al. (Eds) (2012) Qualitative research: an introduction to methods and design (London: Wiley & Sons)

Newing, Helen, 2010. Conducting research in conservation: social science methods and practice, (London: Routledge)

Denzin, N Lincoln Y (2000) Handbook of qualitative research (London: Sage)

Pre-requisites

None

Synopsis *

The module will begin with an introduction to research. Students will be asked to think about what counts as research, how research validity can be assessed. Subsequent sessions will give training in the design and use of (a) qualitative interviews and (b) (quantitative) questionnaires. Sessions will also be devoted to processing and analysis of qualitative data, and also basic descriptive statistics to analyse quantitative data, but not inferential statistics, since this is covered in a separate module on statistics. Towards the end of the module, we will look in more depth at the principles of research design in order to help students begin to plan their final year research projects.

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DI538 Data Analysis for Conservation Biologists						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

Compulsory to:

- BSc Wildlife Conservation

May be offered as optional on:

- BA Environmental Social Sciences
- BSc Human Geography

Not available as an elective module.

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. Discuss the theoretical normal distribution, and its application to data analysis.
2. Discuss null hypotheses, type I and II errors, sample strategies, and independence
3. Discuss and use parametric and non-parametric tests, including t-tests, Mann-Whitney, Chi-Square, Analysis of Variance (ANOVA) and Kruskal-Wallis, regressions and correlations.

Generic learning outcomes. On successfully completing the module you will be able to:

1. Understand, analyse and re-affirm statistical concepts, and their correct use and relevance
2. Understand topics including measures of central tendency, frequency distributions, the normal distribution, standard errors, and how sample parameters, and null hypotheses apply
3. Understand how to compare for statistical differences, and for statistical relationships
4. Understand the role of probability in statistics.

Method of Assessment

Main assessment methods:

Statistics worksheet (40%)

Full statistics write-up and paper (60%)

Reassessment method: 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Fowler, J., Cohen, L. & Jarvis, P. (1998). Practical Statistics for Field Biology. John Wiley & Sons. Chichester, UK.
- Ruxton, G. D. & Colegrave, N. (2003). Experimental Design for the Life Sciences. Oxford University Press.

Pre-requisites

None

Synopsis *

This module is designed to introduce and re-affirm statistical concepts and their correct use and relevance to field biologists. It is delivered through a combination of lectures on statistical practical tasks and exercises.

Introductory topics will include:

- measures of central tendency
- frequency distributions
- the normal distribution
- standard errors
- how sample parameters and null hypotheses apply in real biological situations.

Further topics will include

- one- and two-tailed tests
- chi-squared test
- regression analysis
- analysis of variance.

The role of probability in data analysis will be considered, as will its application to biological and ecological questions.

Throughout, emphasis will be placed on practical application of statistics as much as possible, and when and how they are applied.

Since there is both a theoretical and practical component, students should aim to link the theory presented in lectures with the practical sessions and field trip components. The field trip will be towards the end, by which time you will have been exposed to sufficient statistical methods and be ready to apply them.

By the end of the module you should have a knowledge of the underlying principles of statistics, be able to evaluate statistical results from a theoretical standpoint and in practice, and have a sound appreciation of the benefits and limitations of different statistical techniques and their application. This module provides you with the statistical knowledge to conduct the data analysis for your research project, and to reinforce the appreciation and knowledge of statistical methods.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

DI539 Applied Ecology and Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

Optional to: BSc Wildlife Conservation*
 BSc Bioscience (see Division of Natural Sciences)
 BSc Human Geography*
 BSc Anthropology*
 *Inc. cognate courses
 Available as an elective module

Contact Hours

Total contact hours 24
 Total private study hours 126
 Total module study hours 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Gain in-depth knowledge of the ecological processes that define disturbed and undisturbed terrestrial ecosystems
- 8.2 Apply principles of population ecology and community ecology theory to inform ecological management decisions in a range of contexts (e.g. agriculture, forestry)
- 8.3 Demonstrate an understanding of key processes that underpin population biology, (e.g. population growth, density-dependent and density-independent factors), and apply this to challenges in animal population management
- 8.4 Appreciate how ecological theory can inform conservation practice, and better understand the threats to biodiversity from habitat loss, invasive species, and climate change

Method of Assessment

Critical Writing Assignment (2,500 words) 50%
 Field report (2,500 words) 50%

Reassessment methods

Reassessment instrument: 100% Coursework

Preliminary Reading

Begon, M, Howarth, R, & Townsend, C.R (2006) Ecology: from individuals to ecosystems. John Wiley & Sons
 Ghazoul, J., and Sheil, D. 2010 Tropical rain forest ecology, diversity, and conservation. Oxford University Press.
 Howell, E (2012) Introduction to restoration ecology. Island Press
 Rockwood, L (2015) Introduction to Population Ecology. Blackwell
 Sinclair, ARE (2006) Wildlife ecology, conservation, and management. Blackwell.
 Verdade, LM, Piña, CI, & Lyra-Jorge, MC (eds) 2014, Applied Ecology and Human Dimensions in Biological Conservation, Springer

Pre-requisites

DI311 Principles in Biogeography and Ecology, or at the discretion of the module convenor.

Progression

The module is a pre-requisite for DI535 tropical ecology

Restrictions

Not available to short-term students

Synopsis *

This module explores the ways in which ecological science can be applied to solving some of the crucial problems facing the world today, including those affecting wildlife conservation. It covers key ecological principles at the population, community and ecosystem levels, and investigates how these principles can help guide management decisions, policy and environmental practice. A major theme is how natural resources can be managed and exploited sustainably, drawing on examples from agriculture, urbanisation, forestry and fisheries in temperate and tropical regions. Central to the module is the question of how wildlife conservation can be better incorporated into the wider needs of environmental management.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

DI545 Conservation Policy and Practice						
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	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Availability

BSc Wildlife Conservation
BSc Human Geography
BSc Environmental Social Science
BSc Human Ecology
Also available as an elective module

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

26.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Describe key multilateral international policy agreements that are directly relevant to biodiversity conservation (e.g. the CBD, CITES, CMS, UNCCD, and the UN Sustainable Development Goals), and critically evaluate their importance for conservation

8.2 Understand and explain key mechanisms through which governments, business and non-governmental organisations engage with biodiversity impacts in practice (e.g. regulatory compliance, Environmental Impact Assessment, Environmental Management Systems, Corporate Responsibility programmes, Supply Chain management)

8.3 Explain how governments, business and non-governmental organisations contribute to the process for the negotiation and agreement of conservation policy targets (e.g. the Aichi Targets and their post-2020 successors), as well as monitoring progress towards those targets

8.4 Demonstrate a critical awareness of the prominent tools and methods used by governments, business and non-governmental organisations in evaluating, managing and mitigating their biodiversity impacts.

Method of Assessment

Case-study (2,000 words) (30%)
Examination, 2-hour (70%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment method:

Like for like

Preliminary Reading

Cardinale, Primack, Donovan and Murdoch (2019) Conservation Biology
Oldfield (2003) The trade in wildlife regulation for conservation
Bowman (2010) Lyster's International Wildlife Law
Balmford et al. (2005) The Convention on Biological Diversity's 2010 Target. Science 307(5707)
Butchart et al. (2010) Global Biodiversity: Indicators of Recent Declines. Science 328(5982)

Synopsis *

The module will examine the way in which biodiversity conservation activities are widely implemented in practice and on the ground, particularly by organisations for which conservation is not the primary focus. As such, relevant regulatory and voluntary principles that govern the conservation actions of businesses and governments will be explored, alongside some of the more influential multilateral conservation policies.

The pathways by which scientific evidence is integrated into policy and practice will be illustrated using some case studies. Consultation processes, as well as the role of government and non-government organisations in formulating and implementing policy and practice will be explored.

Ultimately, the goal of the module is to better equip students to practice conservation in a non-conservation organisational setting once they have completed their programmes.

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GEOG5001		Methods and Field Work in Social Science				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

Compulsory for the following courses:

- BSc Human Geography
- BSc Wildlife Conservation,
- BA Environmental Social Sciences

Optional for the following courses:

- BSc Anthropology

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module you will be able to:

1. Have a sound understanding of different basic approaches to research design, including different research strategies (induction / deduction) and different research design structures (experimental, observational and so on)
2. Understand the broad differences between quantitative and qualitative approaches to research and the relative merits of each
3. Demonstrate skills in the design and use of qualitative interviews and questionnaires
4. Evidence skills in simple analysis and presentation of both qualitative and quantitative data

Method of Assessment

Main assessment methods:

Written report (3000 words) (80%)

Research design report (1000 words) (20%)

Reassessment instrument: 100% coursework.

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

- Bryman A. (2012). Social research methods, (Oxford: Oxford University Press).
- Corbin, Juliet M., Strauss, Anselm L. & Strauss, Anselm L. (2008). Basics of qualitative research: techniques and procedures for developing grounded theory, (London: Sage Publications, Inc.)
- Gerring, J. (2007) Case Study Research: Principles and Practices, (Cambridge: Cambridge University Press.)
- Lapan. S. et al. (Eds) (2012) Qualitative research: an introduction to methods and design (London: Wiley & Sons)
- Newing, Helen, (2010). Conducting research in conservation: social science methods and practice, (London: Routledge)
- Denzin, N Lincoln Y (2000) Handbook of qualitative research (London: Sage)

Synopsis *

This module introduces you to the many and diverse methods and design issues that inform social science research inquiry within geography and environmental studies. Its purpose is to equip you with some of the skills and mindsets to approach independent research and thus become an active participant in knowledge creation. The module explores what counts as research and how research validity can be assessed from a social science perspective. You will be trained in the design and use of a range of research techniques, including: qualitative interviews; extensive questionnaires; group work and ethnography. We also consider the processing and analysis of qualitative data, as well as basic descriptive statistics to analyse quantitative data. Towards the end of the module, we will look in more depth at the principles of research design in order to help you begin to plan your final year research project.

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GEOG5003		Environmental Geography				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Compulsory for:
BSc Human Geography

Optional for:
BSc Wildlife Conservation,
BA Environmental Social Sciences
BSc Anthropology

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module you will be able to:

1. Understand the relationship between society and nature from the starting point of social-ecological systems research in general and sustainable landscape planning in particular.
2. Understand how approaches to sustainable landscape planning relate to wider developments in environmentalism, environmental policy and integrated approaches to natural resource management.
3. Critically assess the guiding purpose of scientific and policy agendas for sustainable landscape planning.
- 4 Evaluate the roles of market, states and civil society action in promoting sustainable use of environmental assets in urban and rural contexts for decision making.

Method of Assessment

Group Presentation and Poster (10 mins plus supporting documentation) 25%
Group Presentation and Report (1000 words) (10 mins plus supporting documentation) 25%
Individual Report (2,500 words) - 50%.

Reassessment methods
100% coursework (4000 words)

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

Pre-requisites

None

Synopsis *

The aim of this module is to explore, assess and apply critical concepts and approaches to the sustainable planning of landscapes. Drawing on recent developments in the geography, conservation and environmental planning literatures, it introduces you to key ideas intersecting with policy and practice agendas and initiatives for landscape, including natural capital, ecosystem services, environmental economics and participatory environmental management. Alongside critical reflection on the underlying assumptions that guide these developments, the module places you in real-world scenarios in which you must design and shape plans for rural and urban landscapes.

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GEOG5004		Spatial Analysis: Principles and Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

Compulsory for:

- BSc Wildlife Conservation
- BSc Human Geography (and associated programmes)

Optional for:

- BA Environmental Social Sciences
- BSc Anthropology, BSc Biological Anthropology (and associated programmes)

Also available as an elective module.

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module you will:

1. Be able to demonstrate knowledge of the generic concepts of GIS and an understanding of the application of GIS and remote sensing in geography, environmental sciences, biodiversity conservation and other disciplines using real world examples
2. Be able to apply your knowledge of the main concepts of GIS to solve practical problems in geography, environmental sciences, wildlife conservation and other disciplines
3. Understand the main principles underlying the analysis of spatial data and remote sensing data
4. Have gained practical knowledge of the main GIS analytical techniques and how to use them to generate maps and analyse and describe spatial data
5. Understand GIS and remote sensing outcomes and write reports on GIS mapping and analysis.

Method of Assessment

Practical report 20%
Group project 20%
Individual report 60

Reassessment instrument: 100% coursework (1500 words)

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

Pre-requisites

None

Synopsis <span style =

The overall aim of this module is to provide you with an outline of the principles of Geographic Information Systems (GIS) and to introduce a range of methods for collection and analysis of spatial data. Particular attention is paid to developing your analysis skills through the use of remote sensing techniques and Geographic Information Systems (GIS). GIS are increasingly being used in many disciplines, including geography, wildlife conservation, animal behaviour and environmental sciences to help solve a wide range of "real world" problems. As the current trend in these disciplines moves towards the acquisition, manipulation and analysis of large datasets with explicit geographic reference, employers often report shortages of relevant GIS skills to handle spatial data. Thus, this module will introduce the use of GIS as a means of solving spatial problems and the potential of GIS and remote sensing techniques for geography, environmental sciences and wildlife conservation, providing you with marketable skills relevant to research and commercial needs.

Topics will include:

- understanding the major concepts in GIS
- introduction to remote sensing
- data structures in GIS
- data sources and methods of data acquisition
- georeferencing, co-ordinate systems and projections
- working with raster and vector data
- mapping (how to create and transform maps)
- overview of ArcGIS Pro
- GIS operations
- manipulation, spatial data query and analysis of a wide range of geographic, environmental and socio-economic information.

These topics will be taught using a combination of lectures and practicals. The practical classes will provide hands-on experience using a GIS software. You will be able to use knowledge and skills acquired in this module in practical project work.

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GEOG5005 Cities and the Climate Emergency						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	

Availability

Compulsory for:

BA in Environmental Social Sciences

Optional for:

BSc in Human Geography BSc in Wildlife Conservation

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Understand the relationship between global urban development and how it impacts climate change.

8.2 Evaluate the key drivers of the climate change debate in the context of globalisation.

8.3 Understand the broader theoretical and methodological overview of the 'cities and climate change' discourse from a social sciences perspective allowing for new viewpoints to emerge.

8.4 Reevaluate critically the 'cities and climate change' discourse and the extent to which related debates from human geography and social sciences have informed and influenced publications.

8.5 Critically analyse adaptation plans in cities.

Method of Assessment

Essay (1500 words) (40%)

Exam, 2 hours (60%)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment instrument: 100% coursework

Preliminary Reading

Bulkeley, H. (2013). *Cities and climate change*. London and New York, Routledge.

Bulkeley, H. (2010). *Cities and the Governing of Climate Change*. *Annual Review of Environment and Resources*. 35:229-253

Bickell, J., et al., Eds. (2009). *Adapting cities to climate change: Understanding and addressing the development challenges*. London and New York, Earthscan.

Cartwright, A., S. Parnell, G. Oelofse and S. Ward, Eds. (2012). *Climate change at the city scale: impacts, mitigation and adaptation in Cape Town*. Abingdon and New York, Routledge

Rosenzweig, C., et al., Eds. (2011). *Climate Change and cities: First assessment report of the urban climate change research network*, Cambridge University Press.

Stone, B. (2012) *The city and the coming climate: climate change in the places we live*. Cambridge University Press

Synopsis *

This module draws on a variety of debates from human geography and social sciences, introducing students to a wider, comprehensive understanding of the 'cities and climate change' discourse. It also seeks to establish a working interface between the social sciences and the environment supporting students who aim to work across disciplinary barriers, and to develop a more nuanced discussion related to the 'cities and climate change' debate. In addition to an overview of key policy documents driving the discourse, lectures will explore theorisations across human and physical geography that help rethink the arguments in a renewed way. This includes an understanding of how key concepts such as Anthropocene and adaptation and mitigation have shaped the discourse. The complementary role of lectures and seminars provide the context in which these questions are investigated through engaging more in-depth in the seminars with practical examples, interpretation and analysis of what is covered in the lectures.

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GEOG5007 Geographies of Development and the Global South						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

Availability

Compulsory to : BSc in Human Geography

Optional to : BSc in Wildlife Conservation, BSc Anthropology, BA in Environmental Social Science

Available as an elective module.

Contact Hours

Total contact hours 22

Private study hours 128

Total study hours 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Assimilate knowledge of the key concepts and discourses surrounding development.

8.2 Understand and critically analyse the development approaches and processes in the global South.

8.3 Acquire specific knowledge about the key influencing drivers of the contemporary development processes in the global South context.

8.4 Understand the interaction between development and other contemporary issues such as climate change, poverty, inequality and sustainability.

Method of Assessment

Essay 2,000 words 40%

Examination 2 hours 60%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Desai, V., and Potter, R.B., eds. (2014). *The Companion to Development Studies*. Third Edition. London: Arnold.

Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

Power, M. (2003). *Rethinking Development Geographies*. London: Routledge.

Willis, K. (2011). *Theories and Practices of Development*, 2nd edition London: Routledge.

Adams, W.M. (2009) *Green Development: environment and sustainability in a developing World*, Routledge, London (Chapter 2 & 3).

Davis, M. (2006), *Planet of Slums*, Verso, London.

Mitlin, D. and Satterthwaite, D. (2013) *Urban Poverty in the Global South: scale and nature*. Abingdon: Routledge.

Pre-requisites

None

Synopsis *

This interdisciplinary module introduces to a range of key concepts and discourses in the field of development geography with a specific focus on the global South. The module begins by conceptualising 'development' as well as introducing contemporary development theories to build the foundation. The module then applies this understanding in examining a selection of contemporary development issues and debates in the global South context including poverty, inequality, impacts of climate change, nature of disasters, gendered vulnerabilities, and the challenges of sustainable development. Here context and place matters, as well as the differences and links between places and peoples. Students are introduced to a series of global South case studies that illustrate development processes as connected to social, economic and political processes at different scales. Although development approaches are equally applicable to urban and rural environments, the focus in this module is predominantly on the urban context and the contestations within them. The module is divided into several sections, each of which introduces students to a set of issues, concepts, key vocabularies and approaches in relevance to Development Geography. The sections of the modules are complementary to each other and as a whole they will provide a strong understanding of the development context and processes in the global South. Students are strongly encouraged to think of the module as a whole and to explore the connections between the different issues and theoretical approaches addressed in this module.

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GEOG6001	Critical Geopolitics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

BSc Human Geography (compulsory)

BA Social Anthropology (optional)

BSc Wildlife Conservation (optional)

BA Environmental Social Sciences (optional)

Also available as an elective module

Contact Hours

Contact Hours: 22

Private Study Hours: 128

Total Hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate critical understanding of the main concepts of the emerging field of critical geopolitics within the broader context of modern political geography.

8.2 Demonstrate critical understanding of the institutional basis of geopolitical power and its many diverse expressions across a range of spatial scales

8.3 Critically evaluate the main body of work of leading theorists of critical geopolitics such as Gerard Ó Tuathail. John Agnew, Simon Dalby and Klaus Dodds among others.

8.4 Utilise the main conceptual insights from critical geopolitics to analyse a number of real world case studies as applied to different regions and nation states.

Method of Assessment

Essay: 2,000 words (30%)

Presentation: (10%)

Exam: (2 hours – 60%)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment Method:

Like-for-Like

Preliminary Reading

Agnew, J. (2004) (2nd edition) Geopolitics. Routledge, London.

Dodds, K. (2014) (2nd edition) Geopolitics: A Very Short Introduction. Oxford University Press, Oxford.

Flint, C. (2011) Introduction to Geopolitics. Routledge, London.

O Tuathail, G. (1996) Critical Geopolitics. Routledge, London.

Plus selected articles from leading international academic journals such as Antipode; Political Geography; Transactions of the Institute of British Geographers; Review of International Political Economy; New Political Economy; Environment and Planning D: Society and Space; Progress in Human Geography

Synopsis *

Since the 1990s a more critical strand of thinking about the interactions between political spaces (nations, regions), power, and international relations has emerged in political geography, that of critical geopolitics. It is often associated with the writings of Gerard Ó Tuathail. John Agnew, Simon Dalby and Klaus Dodds among others. This module examines the emergence of critical geopolitics and the core concepts of contested ideas, the social construction of both knowledges and

political/spatial entities such as modern nation states and their specific political geographies. It also considers the wider applications of geopolitical concepts in a range of settings and circumstances.

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GEOG6004		Geography Research Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	

Availability

Compulsory to the following courses:
BSc Human Geography,
BA Environmental Social Sciences

Contact Hours

Total contact hours: 24
Private study hours: 276
Total study hours: 300

Learning Outcomes

On successfully completing the module you will be able to:

1. Demonstrate a systematic understanding of key aspects of geography and /or environmental social sciences
2. Construct a research question related to human geography and/or environmental social sciences and develop a research design to answer your main research question
3. Collect, process and analyse data to answer that question
4. Identify and use theories and concepts to analyse and critically reflect on issues in human geography and/or environmental social science
5. Draw on feedback from peers and academic supervisors, exercise reflection and self-criticism, and manage time and resources effectively
6. Communicate the findings of your research effectively and fluently, both orally in a substantial piece of writing

Method of Assessment

- Full draft of dissertation (up to 11,000 words) 10%
- Presentation (10 mins plus supporting documentation) 10%
- Dissertation project (up to 11,000 words) 80%

Reassessment methods: Like for like

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

Synopsis *

The module is considered as an important element of undergraduate training in human geography and/or environmental social sciences. The opportunity to engage in personal research is seen as an essential element of academic training in all disciplines. The particular skills necessary to undertake research, whether practical fieldwork a desk-based study, can only be taught through the medium of practically orientated investigative tasks. The principal objective in the research project is to assist you in gaining insight into the organisation, analysis and communication of research. The approved investigation may be novel, i.e. one that has not previously been carried out, or it may repeat previously executed work for comparative or control purposes.

SE507		Anthropology and Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA Social Anthropology

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate advanced knowledge surrounding the main themes and trends in legal anthropology
- 8.2 Articulate an in-depth understanding of the relationship between law and anthropology as individual disciplines
- 8.3 Understand the international circulation of legal forms as artefacts historically of colonialism and currently of globalisation
- 8.4 Demonstrate the ability to critically analyse legal processes , and locate them in the social organisation and cultural value systems of particular societies
- 8.5 Analyse and develop advanced communication skills to demonstrate their understanding of anthropological texts in written and spoken contexts
- 8.6 Develop and construct coherent and logical arguments, particularly in written form, combining general theoretical writings with the discussion of ethnographic data.

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Method of Assessment

Case study presentation (20%)
Essay 2,000 words (30%)
Examination (2 hours) (50%)

Reassessment method: Like for like

Preliminary Reading

L. Rosen, *Law as Culture: An Invitation*, Princeton University Press 2006

S.F. Moore (ed), *Law and Anthropology: A Reader*, WileyBlackwell 2004

A. Pottage & M. Mudy (eds), *Law, Anthropology and the Constitution of the Social:*

Making Persons and Things, Cambridge University Press 2004

A. Griffiths, F. von Benda-Beckmann & K. von Benda-Beckmann (eds), *Mobile People,*

Mobile Law: Expanding Legal Relations in a Contracting World, Ashgate 2005

S.F. Hirsch, *Pronouncing and Persevering: Gender and the Discourse of Disputing in an*

African Islamic Court, University of Chicago Press 1998

S.E. Merry, *Colonizing Hawai'i: The Cultural Power of Law*, Princeton University Press

1999

T. Kelly, *Law, Violence and Sovereignty among West Bank Palestinians*, Cambridge

University Press 2006

C.J. Greenhouse, B. Yngvesson, & D.M. Engel, *Law and Community in Three American*

Towns, Cornell University Press 1994

E. Darian-Smith, *Bridging Divides: The Channel Tunnel and English Legal Identity in the*

New Europe, University of California Press 1999

Synopsis *

Law is often assumed to stand 'outside' of society, either because it is 'above' us or even 'behind' us, as in 'society changes too fast for the law to keep up'. This module proposes law as an ethnographic subject, that is, a field of action governed by rather than governing social and cultural sensibilities. If, according to a classic cliché, anthropologists look for relationships while lawyers look for rules, the module will examine how social relationships can come to appear rule-like to legal and anthropological studies alike. Since lawyers in fact contributed to the early formation of the discipline of anthropology, anthropology itself may be seen as the product of a legalistic classification of human relations. The curriculum will therefore proceed through the history of the relationship between anthropology and law as disciplines and through ethnographic material from different legal environments. In doing so it will consider subjects such as language, gender, class, and religion and their effects upon the experiences of people involved in processes of dispute and its resolution. Finally the module will investigate how well law 'travels' between societies, and between different levels of the same society: for instance, how do concepts such as legal pluralism, the cultural defence, and universal human rights affect the theory and practice of law?

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SE533 Project in Anthropological Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Canterbury	Whole Year	H	30 (15)	70% Project, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	
2	Canterbury	Whole Year	H	30 (15)	70% Project, 30% Coursework	

Availability

BSc Anthropology, BSc Biological Anthropology, (until the completion of all current students from the 18/19, 19/20, and 20/21 entry cohorts), BSc Human Biology and Behaviour (and cognate year abroad / professional practise programmes)

Contact Hours

15

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 design and conduct a study into one or more aspects of anthropology, human biology, or behaviour (sensu lato).

8.2 interpret research findings and relate them to other research that is published in the relevant literature.

8.3 handle data and use appropriate statistical tests.

8.4 communicate effectively to a variety of audiences and/or using a variety of methods

8.5 appreciate both the reliability and limitations of scientific research.

Method of Assessment

Dissertation (Min. 9,000 - Max 13,200 words) (70%)

Participation Folder (no word limit) (10%)

Presentation (20%)

Reassessment: Like-for-Like

Students must repeat the module in attendance if they fail and have not engaged with the supervision or data collection process. A summer re-sit will not be possible if the data collection and analysis process has not been satisfactorily completed.

Preliminary Reading

Dunbar, R. (2006). *The Trouble With Science*. Harvard University Press.

Ford, E.D. (2000). *Scientific Method for Ecological Research*. Cambridge University Press.

Lasker, G.L. & Mascie-Taylor, C.G.N. (2005). *Research Strategies in Human Biology*. Cambridge University Press.

Day, R.A & Gastel, B. (2011). *How to Write and Publish a Scientific Paper* (7th ed). Greenwood Press.

Pechenik, J.A. & Lamb, B.C. (1996). *How To Write About Biology*. Prentice Hall.

Bell, J. *Doing Your Research Project: A Guide for First Time Researchers in Education, Health and Social Science* (Most Recent Edition). Open University Press.

Bernard, H.R. (2005). *Research Methods in Anthropology*. AltaMira Press.

Brace, N et al. *SPSS for Psychologists* (Most Recent Edition). London: Palgrave Macmillan

Dancey, C.P, and Reidy, J. (2011). *Statistics Without Maths for Psychology*. London: Prentice Hall.

Field, A. *Discovering Statistics using IBM SPSS Statistics* (Most Recent Edition). London: Sage

Fowler, J, Cohen, L and Jarvis, P. (1998). *Practical Statistics for Field Biology*. John Wiley & Sons.

Madrigal, L. (2012) *Statistics for Anthropology*. Cambridge University Press.

Pallant, J. *SPSS Survival Manual* (Most Recent Edition). Open University Press

Rowntree, D. (2000). *Statistics Without Tears*. Penguin

Sokal R, and Rohlf, F.J. (1995). *Biometry* (3rd ed.). Freeman and Co.

Pre-requisites

ANTB559 Quantitative Research Methods or equivalent

Synopsis */

Students will be expected to conduct independent research into some aspect of anthropology, human biology, or behaviour and present their research findings in the form of a 12,000 word (maximum 13,200, minimum 9,000) dissertation, and an oral presentation. They will be assigned a supervisor who work with them, one-on-one, over the course of the module, and who will guide them on their choice of topic, data collection and analysis, and research strategy. Students will also have to submit a project participation file which documents their research process. For the project they can collect and analyse their own, original data, analyse previously collected or published data in an original manner, or combine the two approaches. The research must include collecting/analysing quantitative data, and can include other methods of data collection and analysis where appropriate.

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SE534 Special Project in Ethnographic, Visual and Digital Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	70% Project, 30% Coursework	
3	Canterbury	Whole Year	H	30 (15)	70% Project, 30% Coursework	

Availability

Optional to : BSc Anthropology, BA Social Anthropology and associated programmes,
Available as an elective module at the discretion of the module convenor.

Contact Hours

Total contact hours 17
Private study hours 283
Total study hours 300

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 plan an ethnographic research project by identifying a question or intention, a strategy for execution, and a strategy for analysis and presentation of results;
- 8.2 carry out ethnographic, research by using appropriate methods (including visual, digital and virtual);
- 8.3 present the findings of the project in the form of a written dissertation, and a presentation or multimedia project;
- 8.4 adapt research findings into a form suitable for presentation to specific audiences.

Method of Assessment

Research proposal 1,500 words 10%
Presentation or short film no word limit 20%
Ethnographic dissertation 10,000 words 70%*

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment method

Like for like

Preliminary Reading

The reading for the project will be pursued under the advice of the supervisor or module convenor, and will be tailored to the needs of the student and the specific topic that he or she is researching.

- Rupert Cox, Andrew Irving, and Christopher Wright (eds). 2016. *Beyond Text? Critical Practices and Sensory Anthropology*. Manchester: Manchester University Press
- Emerson, R. et al. 2011. *Writing Ethnographic Fieldnotes*. Chicago: Chicago UP. (esp. Chaps. 3, 4 & 7)
- Harris, A. 2016. *Video as Method: Understanding Qualitative Research*. Oxford: Oxford University Press.
- Faubion J. and G. Marcus, eds. (2009) *Fieldwork is Not What it Used to be: Learning Anthropology's Method in a Time of Transition*. Cornell.
- Narayan, K. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.
- O'Reilly, K. 2012. *Ethnographic Methods*. London: Routledge.
- Pink, S. 2001/2007. *Doing Visual Ethnography*. London: Sage

Pre-requisites

ANTS6270 Ethnographic Methods and Visual Anthropology or a similar social science module with permission of the programme convenor

Synopsis *

This module offers Stage 3 students the opportunity to design and execute a research project of their own devising. The topic, and the way it is researched, will be of the student's own choosing, in agreement with the student's supervisor. All students will have received training in ethnographic methods, basic photography, interviewing and sound recording, etc. in SE627. In this module, further training will be given in dissertation design and ethnographic writing.

SE541 Palaeoanthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

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2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework
2	Canterbury	Spring	H	15 (7.5)	100% Coursework
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework

Availability

BSc Biological Anthropology and associated programmes
BSc Anthropology and associated programmes

Contact Hours

Total contact hours: 40

Private study hours: 110

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 competently assess evidence and articulate theories concerning the biological and cultural evolution of humans;
- 8.2 critically evaluate arguments and data in the field of palaeoanthropology;
- 8.3 summarise the key stages in the pattern of human anatomical and cultural evolution;
- 8.4 understand how palaeoanthropologists reconstruct hominin behaviour;
- 8.5 critically evaluate scientific papers and contribute to academic discussions and debates.

Method of Assessment

Poster (40%)

Poster presentation (20%)

Practical assessment – Lab (45 mins) (40%)

Reassessment Instrument: 100% coursework

Preliminary Reading

Alemseged Z, Spoor F, Kimbel WH, Bobe R, Geraads D, Reed D, Wynn JG. 2006. A juvenile early hominin skeleton from Dikika, Ethiopia. *Nature* 443:296-301.

Bermudez de Castro and Martinon-Torres (2012) A new model for the evolution of the human Pleistocene populations of Europe. *Quaternary International* doi:10.1016/j.quaint.2012.02.036

Conroy, G.C. and Pontzer, H. (2012) *Reconstructing Human Origins: A Modern Synthesis*, 3rd Edition. New York: W.W. Norton.

Klein R.G. (2009). *The Human Career: Human Biological and Cultural Origins*, 3rd edition. Chicago: University of Chicago Press.

Leakey et al (2012) New fossils from Koobi Fora in northern Kenya confirm taxonomic diversity in early Homo. *Nature* 488:201-204.

Wood B, Harrison T (2011) The evolutionary context of the first hominins. *Nature* 470:347-352

Pre-requisites

ANTB3020 (SE302)

RECOMMEND students take SE566 in stage 2 if they wish to take SE541 in stage 3.

Synopsis *

Hominins – the array of species of which ours is the only living representative – provide the clues to our own origins. In this module, the methods and evidence used to reconstruct their biology and behaviour are discussed. This module will provide students with an advanced knowledge of human evolution, as well as techniques used in the examination of behaviour and cognition in fossil hominins. Emphasis is placed on the study of both the fossil and archaeological evidence for human evolution. By the end of the module, students will be able to assess the importance of an evolutionary perspective to the human sciences.

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SE542		Environment and Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
4	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Resting in 2022-23

BA Environmental Social Science
BSc Human Ecology
BSc Wildlife Conservation
BA Social Anthropology
BSc Anthropology
BSc Human Geography
BSc Biological Anthropology
Available as an elective module

Contact Hours

Total contact hours: 24

Private Study Hours: 136

Total Study Hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate broad outline knowledge of the comparative human ecology of different kinds of subsistence systems
- 8.2 Assess evidence and articulate theories concerning the relationship between culture, social organisation and ecology
- 8.3 Evaluate critically arguments and data in the field of environmental anthropology
- 8.4 Compare and contrast natural and social science approaches to the understanding of human environment relations

Method of Assessment

Essay: 2500 Words (50%)

Exam: 2 hours(50%)

Reassessment instrument:

100% coursework

Preliminary Reading

Howard, P., G. Pecl, R. Puri and T. Thornton. 2019. Human Adaptation to Biodiversity Change in the Anthropocene. *Ambio* Vol 48, no 12 Special Issue. Springer.

Kopnina, H. and Shoreman-Ouimet, E. eds., 2016. *Routledge handbook of environmental anthropology*. Taylor & Francis.

Barnes, J. and M. Dove 2015. *Climate Cultures*. Yale UP.

Dove, M.R. and Carpenter, C. 2008. *Environmental Anthropology: A Reader*.

Synopsis *

This is an introduction to anthropological approaches to the environment, and a critical exploration of theories concerning the relationship between culture, social organisation and ecology. The topics covered will include problems in defining nature and environment, cultural ecology, biological models and the concept of system, indigenous and local knowledge systems, the concept of adaptation, the ecology of hunting and gathering peoples, small scale agriculture and pastoralism, development and the SDGs, the anthropology of the environmental movement, multispecies ethnography, the more-than-human and the anthropology of climate and climate change.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE547 South East Asian Societies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

BSc Anthropology and associated programmes; BA Social Anthropology and associated programmes

Contact Hours

Contact Hours: 22
Private Study Hours: 128
Total Study Hours: 150 hours

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Identify the countries of the region and their important geographical features;
- 8.2. Identify the principal ethnic groups and describe their religious beliefs and practices and patterns of kinship organisation;
- 8.3. Critically discuss in writing and orally, problems arising from modernisation and development in the region;
- 8.4. Critically discuss issues of gender and hierarchy as they affect the region today.

Method of Assessment

40% written commentaries on weekly readings (cumulative mark for a portfolio of selected readings – overall word count 2500 words)
60% 2000 word essay

Reassessment instrument: 100% coursework

Preliminary Reading

Brenner, S.A. (1998) *The Domestication of Desire: Women, Wealth and Modernity in Java*. Princeton, New Jersey: Princeton University Press.
Cannell, F. (1999) *Power and Intimacy in the Christian Philippines*. Cambridge: Cambridge University Press
Leo Howe (2002) *Hinduism and Hierarchy in Bali*
V. King and W. Wilder (2003) *The Modern Anthropology of South-East Asia*

Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology

Synopsis *

To what extent is Southeast Asia a field of anthropological enquiry? Can we identify distinctive cultural similarities in this region diverse in politics and religion? How have historical, economic, political and ecological changes affected different Southeast Asian societies? With a strong emphasis on Austronesian-speaking peoples of island Southeast Asia, this course covers a selected range of key topics in anthropology. These include the differences between lowland and upland societies, the impact of colonial encounters, kinship and social organisation, power, hierarchy and the state, as well as gender, religion, ethnicity and nationalism, conflict, death, modernity, history and social change.

SE549 The Anthropology of Health, Illness and Medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Availability

BSc Biological Anthropology and associated programmes
BSc Anthropology and associated programmes
BA Social Anthropology and associated programmes
Available as an elective module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Critically understand the development of the anthropology of medicine and its relationship to other fields of anthropology (such as kinship, ritual, body, economics, politics, environment, consumption).

8.2 Critically describe the wide range of variation in cultural models and technologies of medicine and health as reported in ethnography.

8.3 Understand anthropological debates concerning health inequality, the relationship between health and the body, the historical development of western medicine and the relationship between biomedicine and other forms.

8.4 Critically assess the context and distribution of disease and illness and human responses to them at both individual and population levels.

8.5 Interpret varied information on aspects of human social, cultural and biological diversity in medical domains.

8.6 Apply medical anthropological knowledge to a variety of practical situations, personal and professional.

Method of Assessment

Essay (2000 words) (30%)
Annotated Bibliography (2000 words) (20%)
Examination, 2 hours (50%)

Reassessment method: Like for like

Preliminary Reading

Johnson and Sargeant, Medical Anthropology (Any Edition)

Douglas, Risk and Blame (Any Edition)

Turner, Medical Power and Social Knowledge (Any Edition)

Joralemon, Exploring Medical Anthropology (Any Edition)

McElroy and Townsend, Medical Anthropology in Ecological Perspective (Any Edition)

Synopsis *

The module addresses the causes, effects, treatments and meanings of health and illness. Health and illness are of major concern to most of us, irrespective of our cultural, social and biological contexts. In this module we will begin with an overview of the major theoretical paradigms and methods in medical anthropology. We will then focus on how and why different diseases have affected various human populations throughout history and the ways perceptions of what constitutes health and illness vary greatly, cross-culturally as well as within one particular cultural domain. This will be followed by an overview of ethnomedical systems as a response to illness and disease. Anthropological studies in the sphere of medicine originally tended to concentrate on other people's perceptions of illness, but have increasingly come to focus on the difficulties encountered when trying to define what constitutes health in general. Anthropology has also turned its attention to a critical examination of biomedicine: originally thought of as providing a 'value free, objective and true' assessment of various diseases (epidemiology), biomedicine is now itself the subject of intense anthropological scrutiny and is seen as the expression of a culturally specific system of values. The module will also consider practical applications of medical anthropology.

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SE550 The Anthropology of Gender						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

BSc Anthropology and associated programmes

BA Social Anthropology and associated programmes

Contact Hours

Total contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 demonstrate understanding of the development of the anthropology of gender and its relationship to other fields of socio-cultural anthropology (such as kinship, economic anthropology, historical anthropology);

8.2 demonstrate awareness of the wide range of cultural variation in cultural models and ideologies of gender as reported in ethnography;

8.3 demonstrate understanding of anthropological debates concerning gender inequality, the relationship between gender and the body, and the ways in which the concept of 'nature' is relevant to debates concerning gender.

Method of Assessment

Book Review (15%)

Essay (30%)

Seminar Participation (5%)

Examination, 2 hours (50%)

Reassessment method: Like for like

Preliminary Reading

Moore, H. *Feminism and Anthropology*

di Leonardo M (ed). *Gender at the Crossroads of Knowledge*

Rosaldo M and Lamphere L (eds). *Woman, Culture and Society*

Ortner S and Whitehead H (eds). *Sexual Meanings*

Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology

Synopsis *

This module focuses on gender issues. The study of gender in anthropology developed in the 1970s, with the rise of the feminist movement in Europe and America. However, gender studies came to reflect a bias evident in most feminist discourses: an interest in gender was equated with an interest in women's issues, and the anthropological theories at this time replicated a bias similar to that of which male researchers had previously been accused. Not until recently has the study of gender come to incorporate an examination of the discourse of power, knowledge and social action generated through the interface between men and women in society. The module proposes to trace the developments of the theoretical debate in anthropology, while simultaneously providing ethnographic material illustrating the theoretical perspectives and the cross-cultural variations in the definition of gender identities. Concepts of sex and gender will be examined using anthropological material stemming from the study of religion, ritual and politics.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE551 Anthropology and Language						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

BSc Anthropology and associated programmes

BA Social Anthropology and associated programmes

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 demonstrate a broad outline knowledge of anthropological approaches to the study of language;

8.2 competently assess evidence and articulate theories concerning the relationship between language, culture, and social organisation;

8.3 evaluate critically arguments and data in the field of anthropological linguistics.

Method of Assessment

Essay, 2000 words (20%)

Examination, 2 hours (80%)

Reassessment instrument: 100% coursework

Preliminary Reading

E. Ardener (ed.) Social anthropology and language.

R. Bauman and J. Sherzer (ed.) Explorations in the ethnography of speaking.

R. Casson (ed.) Language, culture and cognition.

W. Foley, Anthropological Linguistics, A. Duranti, Linguistic Anthropology.

Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology

Synopsis *

This module introduces linguistic anthropology and a critical exploration of the relationship between language, culture, and social organisation. Indicative topics covered are: language and thought in the history of anthropology; the rudiments of linguistic description; language as a social phenomenon; oratory and ritual speech; the significance of the written word and literacy; speech variation; the links between language; social structure and culture; linguistic aspects of symbolism; the relationship between words and categories; colour classification and universalist versus relativist theories.

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SE552 Culture and Cognition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

BSc Anthropology and associated programmes

BA Social Anthropology and associated programmes

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate a broad outline knowledge of anthropological approaches to the study of cognition;
- 8.2 competently assess evidence and articulate theories concerning the relationship between cognition, culture, and social organisation;
- 8.3 evaluate critically arguments and data in the field of the anthropology of cognition.

Method of Assessment

Essay, 2000 words (20%)

Examination, 2 hours (80%)

Reassessment instrument: 100% coursework

Preliminary Reading

D'Andrade, R. "The Development of Cognitive Anthropology"

Douglas, M. "Rules and Meanings"

Ellen, R. "The Categorical Impulse"

Tyler, S. (ed.) "Cognitive Anthropology"

Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology

Synopsis *

An introduction to cognitive anthropology and a critical exploration of theories concerning the relationship between cognitive processes, culture and social organisation. The topics covered will include the forming of categories, relations between categories, the symbolic construction of nature, the classification of natural kinds, the convergence of cognitive and symbolic approaches, the evolution of hominid cognitive processes, the development of second order representations, social cognition and classification, spatial orientation, time reckoning and the cultural construction of knowledge.

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SE554 Visual Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA Social Anthropology and associated programmes
BSc Anthropology and associated programmes

Contact Hours

Total contact hours: 40

Private study hours: 110

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 be conversant in the main themes and trends in Visual Anthropology
- 8.2 demonstrate an informed understanding of the production and analysis of visual texts
- 8.3 analyse and communicate their comprehension of visual materials
- 8.4 construct coherent and logical arguments combining visual and textual discourses, combining conceptual understanding with substantiated ethnographic examples.
- 8.5 reflexively present their reception of a documentary in relation to others' experience and in terms of the type of media and the broad themes considered by the documentary.
- 8.6 critically engage with some of the assumptions present in their understanding of the truth value of ethnographic media productions.

Method of Assessment

Analytic Note (1000 – 1300 words) (20%)
Essay (1500 – 2000 words) (30%)
Examination, 2 hour (50%)

Reassessment Instrument: 100% Coursework.

Preliminary Reading

Banks, M & Ruby, J (eds). 2011. *Made to be Seen: Perspectives on the History of Visual Anthropology*. Chicago: University of Chicago Press.
Pink, S. 2001/2007. *Doing Visual Ethnography*. London: Sage
Harris, A. 2016. *Video as Method: Understanding Qualitative Research*. Oxford: Oxford University Press.
MacDougall, D 1998. *Transcultural Cinema*. Princeton University Press
Askew, K. and R. Wilk 2002. *The Anthropology of Media: a reader*. Blackwell.
Ginsburg, F, L. Abu-Lughod and B. Larkin (eds).. 2002. *Media Worlds: anthropology on new terrain*.
Banks, Marcus & Howard Morphy (eds). 1997. *Rethinking Visual Anthropology*.
Collier, John & Malcolm Collier. 1986. *Visual Anthropology Photography as a Research Method*.
Edwards, Elizabeth (ed.) 1992. *Anthropology and Photography, 1860-1920*.

Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology

Restrictions

Synopsis *

This module introduces visual anthropology via the encounter between media maker and subject and framed in relation to the concepts of reflexivity and intersubjectivity. Central concerns are the cross-cultural reception of media, the use of video and photography as and for research, the social history of film and photography relating to ethnographic subjects, the study of national and regional cinematic traditions (outside Europe and America) and the comparative ethnography of television and broader consideration of issues of social representation and political ideology in visual imagery. Indicative areas covered in the module include:

- 1) Collaborative Media and Intersubjectivity
- 2) Soundscapes and Sensory Ethnography
- 3) Photography and Sociality
- 4) Observational and Participatory Cinema
- 5) Ethno-fiction and Indigenous Media
- 6) Intersections of medical and visual anthropology
- 7) New Media and Activism

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SE555	Project in Visual Anthropology					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Project	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Project	
2	Canterbury	Spring	H	15 (7.5)	70% Project, 30% Coursework	

Availability

BSc Anthropology and associated programmes
BA Social Anthropology and associated programmes

Contact Hours

Total contact hours: 33

Private study hours: 117

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 present a comprehensive and systematic understanding of Visual Anthropological media production;
- 8.2 have developed an ability in ethnographic audio/visual production;
- 8.3 analyse and communicate their comprehension of the use of audio/visual media as research;
- 8.4 create web based multimedia combining video, photography, audio and text , integrating critical conceptual understanding, with substantiated ethnographic examples;
- 8.5 carry out original, collaborative and reflexive research using DSLR cameras aware of the range of assumptions of what a camera does;
- 8.6 interview, observe and give feedback to, and about, ethnographic subjects.

Method of Assessment

Multimedia Production (60%)
Web based interactive platform (35%)
Symbolic camera (5%)

Reassessment Instrument: 100% exam.

Preliminary Reading

Harris, A. 2016. Video as Method: Understanding Qualitative Research. Oxford: Oxford University Press.
Barbash, I & L. Taylor 1998 Cross-Cultural Filmmaking: a handbook for making documentary and ethnographic films
University of California Press.
Aston, J, Gaudenzi, S & Rose, Mandy. 2017. I-docs: The Evolving Practices of Interactive Documentary.
Pink, S. 2007. Visual Interventions: Applied Visual Anthropology.
Grimshaw, A and Ravetz, A. Observational Cinema: Anthropology, Film and the Exploration of Social Life. Bloomington:
Indiana University Press.
Crawford, Peter & David Turton (eds). 2013 (2nd Edition). Film as Ethnography. Manchester University Press
Rabiger, M. 2004. Directing the Documentary. London: Focal.

Pre-requisites

Must be taken with ANTS5540 (SE554) Visual Anthropology Theory

Restrictions

Synopsis <span style =

This module explores the use of audio-visual media as research, reflexive and transformational ethnographic practice in tune with contemporary anthropological theorising of ethnographic and documentary film. The collaborative and feedback oriented process of using audio-visual media in the production of a short video film that is presented online delivers experiential insights and re-evaluation of the value of video, photography and audio to research, represent and influence aspects of people's lifeworlds. The practical instruction in how to develop a project is grounded in exercises that explore cultural and personal assumptions of what a camera does. Further training in cinematography, interviewing and sound, camera movement and improvisation, and the flexible uses of DSLR cameras present the key pre-production training. Editing theory and practice is taught with a view to efficient workflow and minimal post-production, facilitating knowledge of use in independent multi-media production. Web based interactive platforms are introduced with a view to facilitate wider communication and dissemination. The value of feedback is emphasised in creating media productions that have academic and personal integrity, resonance with and impact on particular audiences.

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SE556 Social Sciences in the Classroom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Pass/Fail Elements	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

Suitable as an optional module for all UG courses that fall under the broad remit of being a human or social science.

Contact Hours

Total contact hours: 12

Private study hours: 138

Total study hours: 150

Department Checked

15.01.21

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. *present core degree subject specific concepts, methods, theories, ideologies, to describe and comment upon particular aspects of current research in the degree discipline, as well as key features of the specific degree subject clearly within a classroom setting
2. *understand the importance of professional responsibility and of following professional guidelines
3. understand the National Curriculum (or school specific curricula for independent schools) and interpreting (however broadly) the role of the specific degree subject within it
- 4 demonstrate knowledge of the organisation within schools and the management of people within them.

Generic learning outcomes. On successfully completing the module you will be able to:

1. *maintain effective working relationships with teachers and pupils whilst acting within a team
2. *demonstrate effective communication skills, written and oral, both one to one and with an audience
3. *make effective use of general IT facilities to support your activities
4. *understand the needs of individuals
5. *demonstrate effective organisational, prioritisation, time management and negotiating skills
6. *demonstrate self-analysis and critical evaluation
7. *prepare lesson plans and teaching materials.

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module

Method of Assessment

Portfolio (4000 words) (80%)

Teaching Placement Assessment (20%)

NB both assessment methods must be passed in order to pass the module.

Reassessment: Repeat only - teaching placement assessment cannot be re-sat.

Preliminary Reading

The most up to date reading list for each module can be found on the University's reading list pages (<https://kent.rl.talis.com/index.html>).

Pre-requisites

This module has no specific prerequisites but requires a solid understanding of the degree subject area. Students will be required to have successfully completed a DBS check before going into a school. If a DBS certificate is not obtained then the applicant will not be able to complete the module and will have the opportunity to choose another degree-appropriate 15 credit module.

Acceptance onto the module is based on a number of requirements. Students will be removed from the module if these requirements are not met. If this is the case, students will need to select an alternative 15 credit Spring term module.

Restrictions

2:1 (60 or above), either from the first year (for those students who wish to take ANTB5560 in their 2nd year), or the first and second year combined (for students wanting to take ANTB5560 in their final year).

- Excellent attendance record
- Successful completion of DBS check
- Successful completion of training sessions and associated activities in the autumn term

Students who do not meet these criteria will be removed from the module and asked to choose a replacement. Please note that places depend on availability of school placements across the various academic subjects. Interviews may be conducted to decide between candidates. It is thus possible that students meeting the restrictions may not be able to take the module. Students will find out about final decisions and any possible interviews by ~Week 4 before they formally start the module in Week 13. The Outreach Officer for HSS, in consultation with the module convenor, will source school placements. If a student is not selected to take the module, or if a suitable placement cannot be found, then students will be able to choose another 15-credit Spring module appropriate for their degree.

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Synopsis *

This module is a one-term placement opportunity that allows you to teach aspects of your degree subject in a local school. Launched to coincide with Kent's 50th anniversary in 2015, it highlights the longstanding excellence of human and social science research and teaching at the University, and the important role the institution has in contributing to the local community.

If selected for this module you will spend approximately 6 hours in a Kent secondary school in the Spring term (this session excludes time to travel to and from the School, and preparation and debrief time with the teacher). Generally, you will begin by observing lessons taught by your designated teacher and possibly other teachers. Later you will act somewhat in the role of a teaching assistant by working with individual pupils or with a small group. You may take 'hotspots': brief sessions with the whole class where you explain a topic or talk about aspects of university life. Finally, you will progress to the role of "teacher" and will be expected to lead an entire lesson. Throughout the module you will be given guidance and support by a local convenor based in your academic school as well as the overall module convenor.

You will be required to keep a log of your activities and experiences at each session. You will also create resources to aid in the delivery of your subject area within the curriculum. Finally, you will devise a special final taught lesson in consultation with the teacher and with your local module convenor. You must then implement and reflect on the lesson.

SE557 Primate Communication						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Availability

Optional to :

BSc Human Biology and Behaviour

BSc Biological Anthropology

BSc Anthropology

BSc Wildlife Conservation

(and cognate programs of all of the above)

Available as an elective module.

Contact Hours

Total contact hours 26

Private study hours 124

Total study hours 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 understand what constitutes communication, and be able to critically evaluate arguments for and against the characterisation of communication as the transfer of information versus the manipulation of receivers;

8.2 provide an in-depth explanation of how communication evolves, what maintains the honesty of animal signals, and when deceptive communication can evolve;

8.3 describe the different sensory modalities in which primates communicate, explain the factors that favour signals to be produced in one modality as opposed to another, and understand how primatologists study the production and perception of signals in each modality;

8.4 provide a comprehensive explanation of the cognitive basis of primate communication in each modality;

8.5 critically evaluate different viewpoints regarding the evolutionary relationship between human language and non-human primate communication.

Method of Assessment

Essay 2,000 words 40%

Seminar Reading Write-Ups 1,000 words 20%

Examination 2 hours 40%

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment methods

100% Coursework : 4,000 word essay

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Preliminary Reading

- Bradbury, J. W. & Vehrencamp, S. L. 2011. Principles of Animal Communication.
- Fitch, W. T. 2010. The Evolution of Language, Cambridge, Cambridge Univ Press.
- Hauser, M. D. 1996. The Evolution of Communication, Cambridge, Mass., MIT Press.
- Liebal, K., Waller, B. M., Slocombe, K. E. & Burrows, A. M. 2013. Primate Communication: a Multimodal Approach, Cambridge University Press.
- Maynard Smith, J. & Harper, D. 2003. Animal Signals, Oxford, Oxford University Press.
- Morton, E.S. 2017. Animal Vocal Communication: Assessment and Management Roles, Cambridge, Cambridge University Press.
- Searcy, W. A. & Nowicki, S. 2005. The Evolution of Animal Communication: Reliability and Deception in Signaling Systems, Princeton, Princeton University Press.
- Stegmann, U. (ed.) 2013. Animal Communication Theory: Information and Influence, Cambridge, Cambridge University Press.

Pre-requisites

None

Synopsis *

The diversity and complexity of primate sociality is reflected in the diversity and complexity of their communication strategies. This module complements the module ANTB5800 (SE580) 'Primate Behaviour & Ecology' by examining the ways in which primates communicate with one another through olfactory, tactile, visual, and acoustic signals. We will address fundamental questions in animal communication including: Is it appropriate to characterize such communication in terms of information transfer? How does communication evolve? What maintains signal honesty, and under what conditions can deceptive communication evolve? The module will cover the physical and biological bases of signal production and perception. We will explore the extent to which studies of primate communication can provide a window into their minds. Finally, we will delve into the question of the relevance of primate communication for understanding the evolution of human language.

SE558 The Anthropocene: Planetary Crises and the Age of Humans						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

BSc Anthropology and associated programmes
BSc Biological Anthropology and associated programmes
BSc Human Ecology
BSc Human Geography
BSc Wildlife Conservation
BA Social Anthropology and associated programmes
BA Environmental Social Sciences
Also available as a an elective module

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Recognise key issues, debates, perspectives and authors surrounding the Anthropocene as an area of multi-disciplinary research and debate
- 8.2 Understand the relevance of the Earth systems paradigm, including the coupling between living and non-living systems, the role of biogeochemical cycles and the recursivity between humans and physical environments, as a way to frame and understand the concept and problem of the Anthropocene
- 8.3 Have developed an ability to critically engage with the evidence supporting competing interpretations of and approaches to the problem and provocation of Anthropocene, including debates regarding its origin, history, naming; its geographic, geological, social and political significance, and the proper actions to follow in a range of domains, including the use and role of science, technology, advocacy, and policy-making
- 8.4 Respond to the provocation that the Anthropocene not only heralds a new geological epoch, but, more significantly, a new epoch of thought
- 8.5 Understand the importance and challenges of temporal and spatial scale in understanding patterns of diversity and change in physical, biological and social components of the Earth system
- 8.6 Understand the importance and challenges that emerge from the trans-disciplinarity required by such human-environment problems as the Anthropocene, including an ability to reflect on the knowledge and perspectives derived from the natural and social sciences and the humanities.
- 8.7 Develop the ability to conduct a coherent, albeit quite contained, research project about an aspect or problem relating to the Anthropocene.

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Method of Assessment

Research report (3,000 words) (60%)
Audio-visual or verbal research presentation (30%)
Quiz (10%)

Reassessment Instrument: 100% coursework.

Preliminary Reading

Bonneuil, C. and J.-B. Fressoz (2016). *The shock of the Anthropocene: The earth, history and us*, Verso Books.
Demos, T. J. (2017). *Against the anthropocene*. Santa Monica, California, RAM Publications.
Ellis, E.C. (2018). *The Anthropocene: A very short introduction*. Oxford, Oxford University Press.
Galaz, V. (2014). *Global Environmental Governance, Technology and Politics: the Anthropocene Gap*. Cheltenham: Edward Elgar Publishing.
Hamilton, C. et al., eds. (2015). *The Anthropocene and the Global Environmental Crisis*. London: Routledge.
McNeill, J. and P. Engelke, P. (2016). *The Great Acceleration: An Environmental History of the Anthropocene Since 1945*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press
Moore, J.W. (2015). *Capitalism in the Web of life: Ecology and the Accumulation of Capital*. New York: Verso.
Tsing, A. L., et al. (2017). *Arts of Living on a Damaged Planet: Ghosts and Monsters of the Anthropocene*. Zalasiewicz, J., & Williams, M. (2013). *The Goldilocks planet: the four billion year story of earth's climate*. Oxford, Oxford University Press.

Selected readings from a wide range of relevant journals including: *Anthropocene* (Elsevier), *Anthropocene Review* (Sage), *Global Environmental Change* (Elsevier), *Environmental Humanities* (Duke), *Environment and Society*, *Science*, *Nature*, and others.

Pre-requisites

None

Synopsis *

This module seeks to engage directly with the central provocation of the Anthropocene: that the speed, scope and scale of human industrial activities are having unparalleled, unintended and poorly understood impacts on the earth as a system, thus contributing to and significantly expanding the scale and risks associated with the crisis of modernity and its multiple dimensions: environmental, social, political, and cultural. In response to this crisis, and especially in light of the fact that human activities are so profoundly entangled with biological, ecological, geographical and geological process, a number of academic disciplines are reconsidering many of their core categories, boundaries and approaches. The Anthropocene constitutes an important, novel and challenging problem and a unique case study to attempt a more careful and effective integration of the different intellectual traditions and methods as exemplified in SAC: social and biological anthropology, geography, human ecology and conservation. Some of the main areas covered in the module include: 1) A review of the key problems and issues signalled by the Anthropocene, including the evidence and the debates and areas of disagreement 2) The Anthropocene in relation to earth system science and the planetary, with a particular emphasis in the relationship between the history of the earth, the history of life and the history of humans 3) Some of implications of the incoming period of heightened risk, uncertainty and cascading crises 4) To consider the consequences of the changes and challenges signalled by the Anthropocene upon core categories and assumptions underlying the humanities and sciences, with particular attention to such key binaries as human-nature, living-non-living, and technology-biology 5) The need and challenge of simultaneously considering multiple and apparently incommensurable scales, both in time and space 6) The Anthropocene dilemma: humans as agents or victims? 7) Considering some of the challenges the Anthropocene raises for the practice of science, politics, law, governance, etc. 8) What do these problems, questions and debates mean in terms of our own individual and collective futures, both professionally and personally?

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SE559 Quantitative Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

BSc Anthropology
BSc Biological Anthropology

Not available as an elective module

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand scientific methods including hypothesis building, methods of data collection, and research design.
- 8.2 Propose a research project, and report its results.
- 8.3 Demonstrate an in-depth understanding of statistics and data handling, including use of appropriate computer software.
- 8.4 Critically evaluate the results of new research in the field.

Method of Assessment

Practical Assignment (50%)
Research Proposal (2000 words) (50%)

Reassessment Instrument: 100% coursework.

Preliminary Reading

Brace, N., Snelgar, R., and Kemp R. (2016). SPSS for Psychologists, and everybody else (6th ed.). Palgrave Macmillan.

Field, A (2013) Discovering statistics using SPSS (4th ed.), SAGE Publications.

Gastel, B and Day, R.A. (2016). How to Write and Publish a Scientific Paper (8th ed). Cambridge: Cambridge University Press.

Synopsis *

This module will introduce students to quantitative research methods, with particular reference to biological and scientific anthropology, as well as basic statistics and data handling, through a combination of seminars and practical classes on research methods, statistics, and instruction in the use of computer software to analyse data. The goal of this module is to provide students with an understanding of how scientific research proceeds, and thus how to design and undertake an independent research project. Topics covered include an introduction to parametric and non-parametric statistical techniques, how to use programmes such as SPSS, how to build and tests hypotheses, and how to structure a research proposal.

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SE561 Biology and Human Identity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

This module is compulsory for BSc Anthropology and BSc Biological Anthropology students. This module is also suitable as an optional module for students of the following degree programmes: BSc in Medical Anthropology ; BA Social Anthropology; BSc Wildlife Conservation.

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate advanced knowledge of principles of biological anthropology, specifically relating to human evolution, the fossil record, adaptation and ecology.

8.2 Clearly understand the relationships between biology and life processes specifically in relation to human evolution and analyse the interplay between human biology, life history processes and human behaviour

8.3 Critically discuss biological models and adaptive strategies to understand 'what makes us human?'

8.4 Understand causal and interpretative ideas about life processes and history in different cultures and the ways in which human identities are socially processed in different cultures

8.5 Understand how changes in environment and diet contributed to human evolution

Method of Assessment

Lab Report (25%)

Essay (25%)

Examination, 2 hour (50%)

Reassessment: Like for Like

Preliminary Reading

Cartmill, M., and Smith, F.H. (2009). *The Human Lineage*. Hoboken, NJ: Wiley-Blackwell

Conroy, G.C., and Pontzer, H. (2012). *Reconstructing Human Origins: A Modern Synthesis*. New York: W.W. Norton. (3rd edition)

Lewin, R., and Foley, R. (2004). *Principles of Human Evolution*. Malden, Mass.: Blackwell Publishing. (2nd edition)

Mielke, J.H., Konigsberg, L.W., and Relethford, J.H. (2011). *Human Biological Variation*. Oxford University Press. (2nd edition)

Hublin, J. J., & Richards, M. P. (2009). The Evolution of Hominin Diets. In *Integrating Approaches to the Study of Palaeolithic Subsistence*. Springer Berlin.

Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology and ANTB3020 (SE302) Foundations of Biological Anthropology

Synopsis *

The module is designed as a bridging module between more biological elements of the BSc programme and the more socio-cultural anthropology courses students take as part of that programme. Being largely a broad survey of human evolutionary biology and identity, it will serve to introduce the more biological students to arguments and materials that will place their biological understanding within a broader framework of ideas about what makes people who and what they are and encourage them to explore the socio-cultural aspects of biological science. For the more socio-cultural BA students the module provides an opportunity to consolidate biological understanding from the Foundations of Biological Anthropology module and learn how to assess the assumptions and limitations of biology in the understanding of human behaviour. We will cover topics such as the human fossil record, human variation, what makes us human and ecological adaptation. By the end of the module the student should have knowledge of the basic principles of biological anthropology, an understanding of human identity, and be able to relate those ideas to wider concepts in biology. The student will be given an overview of the hominin fossil record and its interpretation, and receive in depth study of the different biological and social aspects that define us as human and the evolution of human life histories. The student will be introduced to the genetic and phenotypic variation of the modern human species, how humans have adapted to particular environments, and the importance diet played in human evolution. The student will also acquire some of the practical skills of data collection currently used by biological anthropologists.

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SE565		Sex Evolution and Human Nature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Exam	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Exam	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Available as an elective module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand theoretical concerns, methods, and findings of current empirical research in evolutionary anthropology
- 8.2 Understand aspects of human behaviour in terms of our evolutionary past
- 8.3 Understand the implications of Darwin's theory of natural selection for human behaviour
- 8.4 Acquire an in depth knowledge of human reproductive behaviour
- 8.5 Critically evaluate new research in the field through exposure to anthropological/evolutionary psychology approaches to the study of human behaviour

Method of Assessment

Examination, pre-seen questions, 2 hours (100%)

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Reassessment method: Like for Like

Preliminary Reading

Main text:

Human Evolutionary Psychology, Barrett, L., Dunbar, R.I.M & Lycett, J.E. 2002. Palgrave:London.

Supplementary texts:

Why Is Sex Fun?, Diamond, J. 1997. New York: Basic.

The Red Queen, Ridley, M. 1993. New York: Penguin.

Why Sex Matters, Low, B. 1999. Princeton: Princeton U. Press.

Sperm Wars, Baker, R. 1996. New York: Basic.

Primate Sexuality, Dixson, A. Oxford: Oxford U. Press.

Evolutionary Psychology, Swami, V. 2011. West Sussex; BPS Blackwell

Plus primary research from a range of appropriate journals (updated year by year)

Pre-requisites

None

Synopsis *

Much of the material presented in this course forms part of the relatively new academic discipline of evolutionary psychology/anthropology. The goal of this course is to discover and understand the principles of evolutionary psychology and other complementary paradigms. The module explores human behaviour (primarily human sexual behaviours) from an evolutionary perspective. Topics covered are reproductive and mating strategies, parenting behaviour, kinship, cooperation, survival, status striving, jealousy, and aggression. The course will provide an excellent understanding of the deeply biological nature of human behaviour, and develop skills in critical thinking. Students will be encouraged to bring relevant questions and observations to seminars and time will be allocated to deal with them.

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SE566		Human Osteology				
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

BSc in Biological Anthropology, BSc in Anthropology

Contact Hours

Total contact hours: 36

Private study hours: 114

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will demonstrate:

8.1. A comprehensive understanding of the human skeletal system, including the nature and function of bone, the identification of bone and bony fragments in an anthropological context, and the interpretation of morphological features of bone for biological anthropology research.

8.2. Experience with the identification, and analysis of human bone, and understanding of how these data are utilized to answer significant anthropological research questions.

8.3. An understanding of the ethical treatment of human remains in light of major moral and legal dilemmas facing anthropology today.

8.4. Exposure to an anthropological approach to the study of the skeletal structure of humans.

8.5. Critical evaluation of new research in the field of human skeletal biology.

Method of Assessment

Lab Quiz 1 (15%)

Lab Quiz 2 (15%)

Lab Report (70%)

Reassessment: Like for Like

Preliminary Reading

Hillson, S. 1996 Dental Anthropology Cambridge University Press

Katzenberg, M.A. and Saunders, S.R. 2000 Biological Anthropology of the Human Skeleton Wiley-Liss

White, T.D. 2000 Human Osteology 2nd Ed. Academic Press.

Pre-requisites

ANTB3020 (SE302) Foundations of Biological Anthropology

SAC Students are HIGHLY RECOMMENDED to take this module if they wish to take SE541 in stage 3.

SAC Students MUST take this module at stage 2 to allow them to take SE569 at stage 3.

Synopsis *

The study of the human skeletal system is basic to the discipline of biological anthropology. This module will examine the fundamentals of human osteology. Students will learn to identify and analyse human bone and evaluate and interpret major research in biological anthropology that has as its basis the analysis of bone.

Indicative topics are:

- A detailed consideration of the basic properties of bone growth, development, and function in the human body.
- An examination of all major skeletal structures and the morphological features associated with them. The focus will be on the function of these structures within the body as well as the identification of fragmentary remnants of them in a forensic or archaeological context.
- Major techniques used in biological anthropology to analyse human bone, such as estimation of age at death, estimation of biological sex and stature.
- Critical evaluation of major research studies in biological anthropology involving analysis of human bone.
- Consideration of ethical issues in the collection and curation of human bone.

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SE567 Quantitative Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

BSc Biological Anthropology; BSc Anthropology
Not available as an elective module.

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 understand scientific methods including hypothesis building, methods of data collection, and research design.
- 8.2 propose a research project, and report its results.
- 8.3 demonstrate an in-depth understanding of statistics and data handling, including use of appropriate computer software.
- 8.4 critically evaluate the results of new research in the field.

Method of Assessment

Practical Assignment (50%)
Research Proposal (2000 words) (50%)

Reassessment instrument: 100% coursework

Preliminary Reading

Brace, N., Snelgar, R., and Kemp R. (2016). SPSS for Psychologists, and everybody else (6th ed.). Palgrave Macmillan.

Field, A (2013) Discovering statistics using SPSS (4th ed.), SAGE Publications.

Gastel, B and Day, R.A. (2016). How to Write and Publish a Scientific Paper (8th ed). Cambridge: Cambridge University Press.

Synopsis *

This module will introduce students to quantitative research methods, with particular reference to biological and scientific anthropology, as well as basic statistics and data handling, through a combination of seminars and practical classes on research methods, statistics, and instruction in the use of computer software to analyse data. The goal of this module is to provide students with an understanding of how scientific research proceeds, and thus how to design and undertake an independent research project. Topics covered include an introduction to parametric and non-parametric statistical techniques, how to use programmes such as SPSS, how to build and tests hypotheses, and how to structure a research proposal.

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SE569		Palaeopathology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

Optional to the following courses:

- BSc Anthropology
- BSc Human Biology and Behaviour
- BSc Biological Anthropology

Contact Hours

Total contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

25.04.22

Learning Outcomes

On successfully completing the module you will be able to:

1. Understand the relationship between human skeletal growth and developmental disturbances.
2. Understand the causes and manifestations of skeletal disease and trauma.
3. Identify, diagnose, and interpret human skeletal disease and trauma.
4. Understand the research themes in human palaeopathology.*
5. Understand how the study of human palaeopathology can inform aspects of life in the past including growth, activity, diet, health, social interaction, and conflict.
6. Critically evaluate new research in human palaeopathology.*

* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Method of Assessment

Main assessment methods:

Practical Assessment (30%)

Palaeopathology report* (70%) *This element is pass compulsory and must be passed to achieve the learning outcomes of the module

Reassessment: Like for like

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

Pre-requisites

ANTB6280 Human Skeletal Biology OR ANTB5660

Synopsis *

Some diseases leave a characteristic signature on the human skeleton after death, which can be retained in the burial environment. Palaeopathology is the study of these diseases in human skeletons from an archaeological context to infer aspects of life in the past, such as childhood growth, as well as adult diet, activity, health, social interaction (caring, contact), and conflict.

The purpose of this module is to provide theoretical knowledge about the causes and manifestations of skeletal disease, and practical experience identifying and diagnosing palaeopathology. The relationship between skeletal growth and developmental disturbances are considered. Disease, activity, and diet are discussed. Skeletal responses to specific and non-specific infections, as well as neoplastic and traumatic events, are explored.

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SE570 Current Issues in Evolutionary Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Compulsory to : BSc Human Biology and Behaviour

Optional to : BSc Anthropology ; BSc Biological Anthropology

Contact Hours

Total contact hours 22

Private study hours 128

Total study hours 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate comprehensive knowledge and understanding of theoretical concerns and new research in biological anthropology, human biology and behaviour.

8.2 Critically evaluate new research in biological anthropology, human biology and behaviour.

8.3 Demonstrate an in-depth understanding of the internal workings for the research and publishing process in biological anthropology, human biology and behaviour.

Method of Assessment

Seminar Leader & Presentation 25%

5 Pop Quizzes 25%

Grant Proposal (2500 words) 50%

Reassessment methods

Reassessment Instrument: 100% Coursework

Preliminary Reading

The reading list for this module will change from year to year. It will contain the most up to date, controversial topics in a variety of fields associated with biological anthropology. Articles will be drawn from the following journals and other relevant sources where appropriate:

Nature, Science, Proceedings of National Academy of Sciences (USA), Proceedings of the Royal Society of London Series B: Biological Sciences, Journal of Human Evolution, Evolutionary Anthropology, American Journal of Physical Anthropology, PLoS ONE, Evolution and Human Behaviour, Journal of Archaeological Sciences, Hormones and Behaviour, Physiology and Behaviour.

Pre-requisites

None

Restrictions

Synopsis *

This module is designed as an exercise in the critical appraisal of current research in the fields of human biology, human behaviour and biological anthropology. Students are expected to critically engage with a series of research topics and demonstrate their ability to evaluate the scientific contribution. This module is an advanced treatment of current topics and debates in biological anthropology, human behaviour, and behavioural biology including those in genetics, palaeoanthropology, evolutionary psychology, bioarchaeology, and primatology. This module will help students understand the role of research and publication in biological and behavioural science. Students will be exposed to a broad series of topics, opinions, methodologies and journals.

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SE573		Ethnicity and Nationalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

BA Social Anthropology; BSc Anthropology: Joint Honours; with a language; with a year abroad.

Contact Hours

22 contact hours
128 study hours
Total: 150 hours

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate a critical understanding of the ways in which the related phenomena of nationalism and ethnicity have been historically constructed since the eighteenth century, and to be able to question their taken-for-granted status in the modern world.

8.2 Critically assess concepts related to ethnicity and the categorisation of difference, such as indigeneity, hybridity, authenticity, invention of tradition and race.

8.3 Consider the ways in which ethnicity and nationalism are being transformed as a result of migration and globalisation.

Method of Assessment

Examination (2 hours) (50%)
Essay, 2,000 words (50%)

NB Both assessments must be passed in order to successfully complete the module

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment: 100% coursework

Preliminary Reading

Anderson, B. 1991. *Imagined Communities*.
Banks, M. 1996. *Ethnicity: Anthropological Constructions*.
Comaroff John and Jean Comaroff. 2009. *Ethnicity, Inc.*
Gellner, E. 1983. *Nations and Nationalism*.
Hobsbawm, E. and T. Ranger (eds) 1983. *The Invention of Tradition*.
Hutchinson, J. and Smith, A. 1994. *Nationalism (Oxford Readers)*.
Hylland-Erikssen, T. 1993. *Ethnicity and Nationalism*.
Jenkins, R. 1997. *Rethinking Ethnicity: Arguments and Explorations*.
Smith, A. 1986. *The Ethnic Origin of Nations*.
Wade, P. 1997. *Race and ethnicity in Latin America*.

Synopsis *

'Ethnicity' and 'nationalism' are matters of contemporary urgency (as we are daily reminded by the media), but while the meanings of these terms are taken for granted, what actually constitutes ethnicity and nationalism, and how they have been historically constituted, is neither clear nor self-evident. This module begins with a consideration of the major theories of nationalism and ethnicity, and then moves on to a series of case studies taken from various societies around the world, and then moves on to examine a number of other important concepts—indigeneity, 'race', hybridity, authenticity, 'invention of tradition', multiculturalism, globalization—that can help us appreciate the complexity and dynamics of ethnic identities. The general aim of the module is to enable and encourage students to think critically beyond established, homogenous and static ethnic categories.

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SE575 Medicinal Plants in Holistic Perspective						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

BSc Anthropology
BA Social Anthropology
Available as an elective module.

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand theoretical concerns, methods, and findings of current theoretical research on medicinal plants.
- 8.2 Understand how and why medicinal plants affect human physiology.
- 8.3 Understand the implications of nature, complexity and richness of human diversity and adaptation in health, wellness, illness and death.
- 8.4 Understand the diverse strategies that humans have developed for dealing with sickness.
- 8.5 Understand the interaction of social, cultural and biological aspects of human groups.

Method of Assessment

Essay (2000 words) (20%)
Research Proposal (2000 words) (20%)
Examination, 2 hour (60%)

Reassessment method: Like for Like

Preliminary Reading

Etkin, Nina, ed. 1986. *Plants in Indigenous Medicine and Diet: Biobehavioral Approaches*. Bedford Hills, NY: Redgrave Publishing Co.

Evans, W. C. 1996. *Trease and Evans' Pharmacognosy*. London: WB Saunders Company Ltd.

Johns, Timothy 1990. *With Bitter Herbs They Shall Eat it: Chemical Ecology and the Origins of Human Diet and Medicine*. Tucson: The University of Arizona Press.

Pre-requisites

HECO3060 (SE306) Animals, People and Plants

Synopsis *

This module is an introduction to ethnopharmacology, a multidisciplinary field of study that employs chemistry, ecology, biology, pharmacology and anthropology to evaluate and understand the use of plants (and other substances) in non-western medical systems. While students will be introduced to all of the disciplines involved in ethnopharmacological research, this module will have a heavy anthropological focus. Lecture and reading materials will address questions related to the actions of natural products in the human body, the ecological and evolutionary basis of medicinal plants use, the epistemology of non-western medical systems, the efficacy of medicinal plants and the development of pharmaceuticals based on traditional medicines. Topics discussed in class will provide ideas and models for student research projects. This module should appeal to students with interests in anthropology and/or medical care/research.

SE579 The Anthropology of Amazonia						
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	

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2 Canterbury Autumn H 15 (7.5) 100% Coursework

2 Canterbury Spring H 15 (7.5) 100% Coursework

Availability

BSc Anthropology and associated programmes
BA Social Anthropology and associated programmes
BA Environmental Social Sciences
Also available as an elective Module

Contact Hours

Total contact hours: 27

Private study hours: 123

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Develop a detailed understanding of the cultural diversity of Lowland South America.
- 8.2 Demonstrate knowledge of the countries of the region and their important ecological and geographical features.
- 8.3 Critically evaluate the principal ethnic groups and their livelihoods, kinship organisation, gender relations, epistemologies and broader social changes.
- 8.4 Acquire a detailed knowledge of how ethnography contributes to theory and how anthropologists form questions about ethnographic material.
- 8.5 Critically discuss key issues and debates in the Lowland South American ethnographic literature.
- 8.6 Develop a detailed understanding of Lowland South American groups and their communities in terms of social changes in the region.

Method of Assessment

Essay (3000 words) (80%)

In-Course Test (20%) 45 minutes, based on key points from lectures and seminars. This is a multiple-choice, True/False short answer test.

Reassessment Instrument: 100% coursework

Preliminary Reading

Clastres, Pierre 1987 [1974] *Society Against the State: Essays in Political Anthropology*. NY: Zone Books. *La sociéte contre l'état*. Editions de minuit.

Fisher, William H. 2000 *Rain Forest Exchanges: Industry and Community on an Amazonian Frontier*. Washington: Smithsonian Institution Press.

Hill, Jonathan 1988 *Rethinking History and Myth: Indigenous South American Perspectives on the Past*. Chicago: University of Illinois.

Kohn, Eduardo. 2013. *How forests think: toward an anthropology beyond the human*. Berkeley: University of California Press.

Kopenawa, Davi, and Bruce Albert. 2013. *The falling sky: words of a Yanomami shaman*. Boston: Harvard University Press.

Levi-Strauss, Claude 1984 *Tristes Tropiques*. New York: Penguin.

Londoño Sulkin, Carlos David. 2012. *People of substance an ethnography of morality in the Colombian Amazon*. Toronto: University of Toronto Press.

Overing, Joanna y Alan Passes (eds) 2000 *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*. London: Routledge.

Taussig, Michael 1987 *Shamanism, Colonialism, and the Wild Man*. Chicago: University of Chicago Press.

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Synopsis *

Throughout the five hundred years of contact between Europe and the Americas, Amazonia has captivated the political, scientific and popular imagination of industrialized nations. To many people in our society, "the Amazon" epitomizes the mysterious, the wild, the uncivilized -- an image that anthropologists have variously exploited and criticized. Either way, they usually describe Amazonian societies as being either isolated from or opposed to "civilization" (i.e. the capitalist state). As Amazonians are incorporated into the nation-state and the global economy, however, it has become impossible to view them as either isolated or silent. Today, there is increased interest and concern relating to the place of humans in the environment and the future of indigenous peoples and the areas in which they dwell.

This course will employ several classic ethnographic studies of South America – by anthropologists, such as Claude Levi-Strauss, Pierre Clastres, Philippe Descola, William Fisher, Neil Whitehead and Michael Taussig – to examine how the Amazon has inscribed itself on the imagination of anthropologists, as well as how anthropologists have used their experiences in non-Western societies to contribute to broad debates in Western philosophy. Ethnographic case-studies will provide the basis for discussing issues of theoretical and topical importance, such as environmentalism; political ecology, ethnogenesis, shamanism, gender relations, kinship and exchange. Ultimately, this engagement challenges some of the most basic categories of our discipline: "the state," "society," and "culture." This module covers themes relevant to human geography such as indigenous urbanisation, the 'demographic turn around', notions of space and place and cultural landscapes.

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SE580 Primate Behaviour and Ecology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

BSc Anthropology
BSc Biological Anthropology
BSc Wildlife Conservation

Contact Hours

Total contact hours: 31
Private study hours: 119
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate systematic knowledge of evolutionary theory as it applies to animal behaviour.
- 8.2 Identify and understand the ways animals (including primates) interact with one another and their environments.
- 8.3 Evidence a comprehensive understanding of the patterns and principles that account for the variation in ecology and behaviour of animals, especially the non-human primates.
- 8.4 Provide detailed examples from a wide range of species to illustrate these patterns.

Method of Assessment

Multiple Choice Questions via Moodle (20%)
Examination, 2 hour (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

Kerebs, Davies & West (2012) Introduction to Behavioural Ecology 4th Edition, Wiley-Blackwell.

Manning & Stamp Dawkins (2012) An Introduction to Animal Behaviour, 6th Edition, Cambridge University Press.

Martin & Bateson (2007) Measuring Behaviour: An Introductory Guide, Cambridge University Press.

Strier (2018) Primate Behavioral Ecology. 5th Edition, Prentice Hall,

Campbell et al. (2010) Primates in Perspective. 2nd Edition, Oxford University Press, Oxford

Dolhinow & Fuentes (1999) The Nonhuman Primates. Mayfield, London.

Synopsis *

This module introduces the disciplines of animal behaviour and behavioural ecology with particular reference to non-human primates. We look at the patterns and principles that can be generalised from the variation in behaviour and ecology across species, combining established findings with the latest research. The module emphasises the importance of direct observation of animal/primate behaviour – introducing the necessary methods – and the use of theoretical models with which to make sense of these data. We use multi-media technology to view examples of animal behaviour, in their natural habitats, and engaging practical exercises are employed to reinforce concepts. Topics covered include interactions between primates and their environments – primates as foragers, predators and prey – as well as the nature and evolution of primate societies, cognition and communication, and social and reproductive behaviour within groups.

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SE582 Comparative Perspectives in Primate Biology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc Anthropology
BSc Biological Anthropology
BSc Biology
BSc Wildlife Conservation

Contact Hours

Total contact hours: 32
Private study hours: 118
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 demonstrate knowledge of the characteristic adaptations, together with the diversity and unifying themes in form and function, of species belonging to the order Primates

8.2 understand how evolutionary theory explains the diversity of animals and their adaptations with particular reference to the order Primates; understand evolution as both history and process.

8.3 critically evaluate the link between morphology and both phylogeny and ecology.

8.4 appreciate the value of a broad comparative approach in understanding diversities and commonalities between organisms and how this understanding in primates provides a foundation for studies of human evolution and adaptation.

Method of Assessment

Practical Assessment, 50 minutes (50%)
Examination, 2 hours (50%).

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment method: Like for Like

Preliminary Reading

Fleagle, JG (2013). Primate adaptation and evolution, 3rd Edition. Academic Press.
Whitehead PF et al. (2004). A photographic atlas for physical anthropology. Morton.
Gebo DL (2014) Primate comparative anatomy. Johns Hopkins.
Campbell et al. (2010). Primate in Perspective, 2nd Edition. Oxford University Press.

Synopsis <span style =

This module will provide the fundamental theoretical and comparative perspective that lies at heart of biology, with a particular focus on the order Primates. Particular attention will be paid to the evolutionary history of the primates and comparative primate (skeletal) anatomy, both placed in an evolutionary ecological context (e.g. a consideration of dentition in relation to diet and feeding; post-cranial anatomy in relation to locomotion and phylogenetic trends). The module covers latest discoveries and developments in these areas, engaging students with primary literature. Extensive use of casts of primate skeletal material will provide hands-on 'experiential' learning. The module will provide a detailed treatment of natural and sexual selection as key components of evolutionary theory that shape the adaptations of organisms, and the way adaptations are used to make sense of the diversity of organisms with particular reference to the primates.

SE584 The Anthropology of Business						
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	

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1	Canterbury	Spring	H	15 (7.5)	100% Coursework
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam

Availability

BA Social Anthropology and associated programmes; BSc Anthropology and associated programmes

Available as an elective module.

Contact Hours

Total Contact Hours: 34

Private Study Hours: 116

Total Study Time: 150 hours

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate critical understanding of the cultural diversity of organizational forms in the economic sphere
- 8.2 Demonstrate critical understanding of local, regional and international features of social and organisational structures
- 8.3 Critically evaluate the diversity of livelihoods, social and kinship organisation, gender relations, and epistemologies in relation to organizational structures
- 8.4 Acquire a detailed knowledge of how anthropologists form questions about ethnographic material and appreciate how ethnography contributes to theory
- 8.5 Discuss and develop sustained arguments regarding the culture of capital
- 8.6 Critically discuss organisations in terms of social changes
- 8.7 Synthesize and reflect upon personal cultural assumptions in terms of the experience of local peoples and their organizational environments,

Method of Assessment

Essay, 3500 words (80%)

In-Course Test (20%) 45mins, based on key points from lectures and seminars. This is a multiple-choice, True/False short answer test.

Reassessment instrument 100% coursework

Preliminary Reading

Bestor, Ted 2004. *Tsukiji: The Fish Market at the Center of the World*. University of California Press

Comaroff, John and Jean Comaroff (in press, 2008) "Ethnicity, Inc."

Frank, Thomas 1997. *The Conquest of Cool: Business Culture, Counterculture and the Rise of Hip Consumerism*. University of Chicago Press

Hart, Keith, and Horacio Ortiz. 2014. "The Anthropology of Money and Finance: Between Ethnography and World History". *Annual Review of Anthropology*. 43: 465-482.

Ho, Karen Zouwen. 2009. *Liquidated: an ethnography of Wall Street*. Durham: Duke University Press.

Hoffer, Lee D. 2006. *Junkie business: the evolution and operation of a heroin dealing network*. Australia: Thomson/Wadsworth.

Ortiz, Horacio. 2014. "The Limits of Financial Imagination: Free Investors, Efficient Markets, and Crisis". *American Anthropologist*. 116 (1): 38-50.

Zaloom, Caitlin 2006. *Out of the Pits: Traders and Technology from Chicago to London*. University of Chicago Press

Pre-requisites

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Synopsis *

Anthropology has an important role to play in the examination of our own organizational lives as embedded in various forms of capitalism. This module will allow students to gain anthropological perspectives on business formations, structures, practices and ideologies. Businesses – be they individuals, families, corporations, nation-states or multi-lateral corporations - have identities that are invariably distinct from one another and which are forged upon and promote particular social relationships. Ethnographic case-studies, with a strong emphasis on the stock market in the last third of the course will provide the basis for discussing how these social relationships that enact power, are embedded in broader cultural processes such as ethnicity, nationalism, migration, and kinship as well as ideologies of gender, aesthetics and religion among others. Acknowledging the multiple dynamic relationships between businesses, people and marketplaces will allow us to evaluate their roles as reactive producers, consumers and disseminators of cultural processes within our surrounding environments, extending from the local to the global.

SE585 From the Raw to the Cooked: The Anthropology of Eating						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

BSc Anthropology, BSc Biological Anthropology, BA Social Anthropology (and related programmes)

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate an ability to critically assess human nutritional requirements/recommendations from an evolutionary perspective and how these have changed over time
- 8.2 Construct a persuasive argument to explain how and why medicinal plants affect human physiology
- 8.3 Critically evaluate the overlap of eating and healing behaviour, especially related to consumption of plants, in order to understand the food-medicine continuum.
- 8.4 Understand the complexity of the relationships between food production, cultural evolution and globalisation in order to relate anthropological debates to current affairs
- 8.5 Demonstrate a critical understanding of the role of food and medicine consumption in the development of social/cultural identity and diversity over time
- 8.6 Apply a biocultural perspective to anthropological problems/questions when considering eating and healing

Method of Assessment

Essay (2000 words) (40%)
Examination, 2 hour (60%)

Reassessment method: Like for like

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Preliminary Reading

Bordo, S. 1993. *Unbearable Weight: Feminism, Western Culture and the Body*.

Diamond, Jared 1999 *Germs, Guns and Steel: The Fates of Human Societies*. London: Vintage Books.

Drewnowski, A., and N. Darmon 2005 *Food Choices and Diet Costs: An Economic Analysis*. *Journal of Nutrition* 135(4):900-904.

Etkin, Nina L., ed. *Eating on the Wild Side: The Pharmacologic, Ecologic, and Social Implications of Using Noncultigens*. Tucson: University of Arizona Press.

Guendelman, Sylvia, and Barbara Abrams 1995 *Dietary Intake among Mexican-American Women: Generational Differences and a Comparison with White Non-Hispanic Women*. *American Journal of Public Health* 85:20-25.

Weigel, M. M., et al. 2007 *The Household Food Insecurity and Health Outcomes of U.S.-Mexico Border Migrant and Seasonal Farmworkers*. *Journal of Immigrant and Minority Health* 9:157-169.

Pre-requisites

None

Synopsis *

Students will learn about the significance of eating and healing in relation to biocultural evolution, globalisation, identity and health. The module will cover the evolution of primate diets and self-medication, different modes of food procurement, production and processing, and the relationship of 'drug-foods' to trade, colonial expansion and the process of globalisation. Moving from production and distribution to eating and healing specifically, the module will cover notions of identity at collective and individual levels in relation to food and medicinal plant consumption, as well as political and spiritual aspects of eating and healing with plants (e.g. food/health sovereignty). We will also look at various forms of disordered eating and drug misuse from a biocultural perspective.

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SE586		Ethnographies 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

This module contributes:

BA Social Anthropology; Joint Honours; with a Year Abroad

Contact Hours

6 x 1 Hour Lectures; 6 x 2 Hours Seminars

18 hours

Learning Outcomes

To describe the contents of a number of ethnographic texts.

To identify the authors of specific ethnographic texts and indicate when and where the fieldwork described in the text was undertaken, as well as their conceptual background of problem-solving.

To discuss the strengths and weaknesses of specific texts.

To relate specific texts to general theoretical anthropological topics, for examples to the analysis of systems of exchange or the practical and ideological operation of descent groups.

To compare and contrast the approaches of different anthropologists and their ethnographies to questions of descriptive representation.

To explain the methods of research specific to the discipline of anthropology and illustrate them with reference to the studied local and regional ethnographies.

To relate their reading for this module to wider conceptual and ethical concerns in anthropology, and within the social sciences in particular.

To relate the dilemmas faced by authors of the reading for this module to the challenges they themselves face as amateur ethnographers

Method of Assessment

Assessment is by 40% unseen examination and 60% coursework.

Preliminary Reading

Philippe Bourgois and Jeff Schonberg (2009) *Righteous Dopefiend*. Berkeley: University of California Press.

Paige West (2012) *From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea*. Durham, NC: Duke University Press.

Yale Navaro-Yashin (2012) *The Make-Believe Space: Affective Geography in a Post-War Polity*. Durham: Duke University Press.

Michael Jackson (2000) *At Home in the World*. Durham: Duke University Press.

Pre-requisites

Prerequisite for BA Social Anthropology: SE301 Introduction to Social Anthropology or its equivalent in Social Sciences or Humanities courses.

Co-requisites for BA Social Anthropology: SE588 Advanced Social Anthropology I (Autumn Term), SE589 Advanced Social Anthropology II (Spring Term), SE587 Ethnographies II (Spring Term)

Restrictions

Stage 2

Prerequisite for BA Social Anthropology: SE301 Introduction to Social Anthropology or its equivalent in Social Sciences or Humanities courses.

Co-requisites for BA Social Anthropology: SE588 Advanced Social Anthropology I (Autumn Term), SE589 Advanced Social Anthropology II (Spring Term), SE587 Ethnographies II (Spring Term)

Synopsis *

The curriculum for this module will consist of reading four professional ethnographic monographs in their entirety. The selection of the ethnographies will be determined by thematic conjunction with the thematic topics to be taught in the Advanced Social Anthropology I module, i.e. Kinship and Social Organisation, and Economic Systems. Students will be expected to come to seminars with notes from their reading and will be encouraged to discuss that reading and to relate it to wider anthropological issues raised or implied by the authors of the ethnographies and also dealt with historically and analytically in the co-requisite module Advanced Social Anthropology I. Considerable time will be spent, particularly in the earlier class meetings, on instruction about how to 'read' an ethnography e.g. on how to examine its implicit (as opposed to explicit) theoretical assumptions, on how to place it within the historical development of the discipline, on how to evaluate its empirical exemplification of particular theoretical problems, on how to evaluate the relationship between description and analysis, on how to evaluate its contribution to particular issues and topics within anthropology, and on the examination of its structure, presentation and ability to communicate an understanding of a social group through the written word.

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SE587		Ethnographies 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

This module contributes:

BA Social Anthropology, BA Social Anthropology with a Year Abroad

Contact Hours

12 x 2-hour weekly classes = 24 contact hours

Learning Outcomes

To describe the contents of a number of ethnographic texts.

To identify the authors of specific ethnographic texts and indicate when and where the fieldwork described in the text was undertaken, as well as their conceptual background of problem-solving.

To discuss the strengths and weaknesses of specific texts.

To compare and contrast the approaches of different anthropologists and their ethnographies to questions of descriptive representation.

To explain the methods of research specific to the discipline of anthropology and illustrate them with reference to the studied local and regional ethnographies.

To relate specific texts to general theoretical anthropological topics, for example to the analysis of politics-ideology or the links of belief and practice.

To relate their reading for this module to wider conceptual and ethical concerns in anthropology, and within the social sciences in particular

Method of Assessment

Assessment is by 40% unseen examination and 60% coursework.

Preliminary Reading

Jackson, M. 2000. *At Home in the World*. Durham, N.C.: Duke University Press.

Scott, J. 1985. *Weapons of the weak: everyday forms of peasant resistance*. New Haven: Yale University Press.

Turner, V.W., 1968. *Schism and continuity in an African society: a study of Ndembu village life*, Manchester: Manchester University Press for the Institute for African Studies at University of Zambia.

Willerslev, Rane. 2007. *Soul Hunters. Hunting, Animism, and Personhood among the Siberian Yukaghirs*. Berkeley, Los Angeles, London: University of California Press.

Pre-requisites

Prerequisite for BA Social Anthropology: SE 301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities, SE 588 Advanced Social Anthropology 1, SE 586 Ethnographies 1.

Co-requisites for BA Social Anthropology: SE 589 Advanced Social Anthropology 2

Restrictions

Stage 2

Synopsis *

The curriculum for this module will consist of professional ethnographic monographs of varying length to be read at the rate of one (or selected substantial parts of one) monograph per week. The selection of the ethnographies will be determined by thematic conjunction with the analytical topics to be taught in the Advanced Social Anthropology 2 module, thereby divided into two congruent blocs. These are labelled 'Power and Authority' and 'Belief and Practice' [see Module specification for SE 589]. Students will be expected to come to class with notes from their reading and will be encouraged to discuss that reading and to relate it to wider anthropological issues raised or implied by the authors of the ethnographies and also dealt with historically and analytically in the co-requisite module Advanced Social Anthropology 1. Considerable time will be spent, particularly in the earlier classes, on instruction about how to 'read' an ethnography e.g. on how to examine its implicit (as opposed to explicit) theoretical assumptions, on how to place it within the historical development of the discipline, on how to evaluate its empirical exemplification of particular theoretical problems, on how to evaluate the relationship between 'description' and 'analysis', on how to evaluate its contribution to particular issues and topics within anthropology, and on the examination of its structure, presentation and ability to communicate an understanding of a social group through the written word.

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SE588 Advanced Social Anthropology 1: Power and Economy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

This module contributes:

BA in Social Anthropology and BA in Social Anthropology with a Year Abroad; BSc in Anthropology; BSc Anthropology with a year in Japan/year in Europe

Contact Hours

The module is comprised of: 12 1-hour lectures + 12 1-hour seminars, i.e., 24 contact hours.

Learning Outcomes

On successful completion of this module, students should:

1. Be conversant with the key disciplinary themes and trends of the anthropology of power and economy
2. Have acquired a critical understanding of the historical development of anthropological debates and theories about power and economy
3. Be knowledgeable about the theoretical contributions of the anthropology of power and economy to the broader discipline of social anthropology
4. Have cultivated a critical understanding of the global and historical diversity, operation and experience of political and economic institutions
5. Be able to apply anthropological insights to current transformations of political and economic institutions
6. Be able to construct coherent, logical written arguments based upon the theoretical concepts and ethnographic data discussed in the module

Method of Assessment

Assessment is by 50% coursework in the autumn term, and 50% unseen examination in the summer term.

The coursework comprises: seminar participation (10%); one seminar presentation (10%); one essay of 1,500 words (30%).

Preliminary Reading

Appadurai, A. ed. (1986) *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge University Press
Carrier, J. ed. (2013) *A Handbook of Economic Anthropology*. Edward Elgar
Carrier, J and D. Kalb, eds (2015) *Anthropologies of Class: Power, Practice and Inequality*. Cambridge University Press
Gupta, A and A. Sharma eds. (2005) *The Anthropology of the State: A Reader*. Wiley-Blackwell
Hart, K, J.L. Laville, and A.D. Cattani eds. (2010) *The Human Economy*. Polity Press
Humphrey, C and S. Hugh-Jones, eds. (1992) *Barter, Exchange, and Value: An Anthropological Approach*. Cambridge University Press

Pre-requisites

Pre-requisite for BA Social Anthropology: SE 301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities

Co-requisite for BA Social Anthropology programmes: SE586 Ethnographies 1 (Autumn term), SE587 Ethnographies 2 (Autumn term), SE589 Advanced Social Anthropology II: Religion and Cosmological Imagination.

Pre-requisites for BSc Anthropology programme: SE301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities.

Synopsis *

The module is a cross-cultural analysis of economic and political institutions, and the ways in which they transform over time. Throughout the term, we draw upon a range of ethnographic research and social theory, to investigate the political and conceptual questions raised by the study of power and economy.

The module engages with the development and key debates of political and economic anthropology, and explores how people experience, and acquire power over social and economic resources. Students are asked to develop perspectives on the course material that are theoretically informed and empirically grounded, and to apply them to the political and economic questions of everyday life.

The module covers the following topics: the relationship between power and authority; key concepts and theoretical debates in economic anthropology; sharing and egalitarianism; gift exchange; sexual inequality; violence; the nation state; money; social class; work; commodification; financialisation.

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SE589 Advanced Social Anthropology II: Religion & Cosmological Imagination						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

This module contributes:

BA in Social Anthropology and BA in Social Anthropology with a Year Abroad; BSc in Anthropology; BSc Anthropology with a year in Japan/year in Europe

Contact Hours

The teaching structure of the module is 12 1-hour lectures + 12 1-hour seminars = 24 contact hours

Learning Outcomes

On successful completion of this module, students should:

1. Be conversant with the main themes and trends of the anthropology of religion
2. Have cultivated an in-depth critical understanding of the historical depth and cultural diversity of a number of religious traditions, symbolic systems, rituals and practices both inside and outside 'Western' and modern contexts, and at regional, national and global levels
3. Have acquired a critical understanding of the historical development of those anthropological debates and theories
4. Be able to apply anthropological insights to the ongoing transformations of these traditions vis-à-vis colonial encounters, post-colonial settings, as well as globalisation e.g. ritual and sacrifice; witchcraft and sorcery; secularisation and fundamentalism; millennialism and conversion; and to develop awareness of the strengths and limitations of these insights compared to other disciplinary perspectives on social life, politics, economics and ideology
5. Be knowledgeable about key theoretical contributions of the anthropology of religion to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity
6. Be able to analyse and communicate their understanding of anthropological texts in both written and spoken form
7. Be able to construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

Method of Assessment

Assessment is by 50% coursework and 50% unseen examination. The coursework comprises: contribution to seminar discussion that will be calculated according to a point-based system that will be explained at the beginning of the module (10%); one 15 minutes long seminar presentation based on student's selection from at least two key readings (10%); one assessed essay of 1,500 words (30%).

Preliminary Reading

Abramson, A. and M. Holbraad eds. (2014) *Framing Cosmologies: The Anthropology of Worlds*. Manchester: Manchester University Press.

Bloch, M. (1992) *Prey Into Hunter: The Politics of Religious Experience*. Cambridge: Cambridge University Press.

Bloch, M. (2012) *Anthropology and the Cognitive Challenge*. Cambridge: Cambridge University Press.

Bowie, F. (2006) *The Anthropology of Religion: An Introduction*. Oxford: Blackwell

Lambek, M. (ed.) 2001. *A Reader in the Anthropology of Religion*. Oxford: Blackwell.

Lambek, M. ed. (2013) *A Companion to the Anthropology of Religion*. Oxford: Blackwell.

Whitehouse, H. and J. Laidlaw eds. (2007) *Religion, Anthropology, and Cognitive Science*. Durham: Carolina Academic Press.

Pre-requisites

Pre-requisites for BA Social Anthropology: SE 301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities; SE588 Advanced Anthropology I: Power and Economy and SE586 Ethnographies 1 (both Autumn term)

Co-requisites for BA Social Anthropology programmes: SE587 Ethnographies 2 (Spring term).

Pre-requisites for BSc Anthropology programme: SE 301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities; SE 588 Advanced Social Anthropology 1 (Autumn term)

Restrictions

Stage 2

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module is focused on a diverse range of approaches deployed by anthropologists to the study of religion, and belief and symbolic systems. It introduces a range of anthropological insights to the ongoing transformations of religious traditions and belief systems vis-à-vis colonial encounters, post-colonial settings, as well as globalisation. The aim of the module is to familiarize students with the complex interactions between lived religious practice, religious traditions, and the ways in which these are intertwined with other domains of social life, politics, economics and ideology. The key topics covered in this module focus on ritual and sacrifice; witchcraft and sorcery; secularisation and fundamentalism; millennialism and conversion; cosmology and ideology; human and non-human relationships; modes of religiosity, rationality and belief; mediation and ethics. This module will develop students' awareness of the strengths and limitations of anthropological insights compared to other disciplinary perspectives on religion such as theology, cognitive science or sociology.

SE594 Anthropology and Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Available 2013/14; Not Available 2014/15

This module contributes

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad

Contact Hours

12 Lectures; 12 Seminars

Learning Outcomes

Gain an appreciation of the global problems that development policies aim to address.
Understand the history of anthropological involvement in development.
Acquire ethnographic knowledge of how anthropology illuminates issues such as rural poverty, environmental degradation and the globalization of trade.
Acquire ethnographic knowledge of how indigenous people have responded to development programmes.
Gain an understanding of anthropological critiques of development theory and projects.
Gain practical experience in some of the methods used by anthropologists to study development projects.
Gain practical experience in interviewing and analyzing interviews.
Explore why development projects fail or succeed.

Method of Assessment

50% written examination (2 hr exam), 50% coursework

Preliminary Reading

Robert Chambers 'Revolutions in Development Inquiry' (2008)
David Mosse's 'Cultivating Development' (2005);
James Ferguson's 'The Anti-politics Machine' (1990);
James Scott's 'Seeing like a State' (1998);
Allen and Thomas 'Poverty and development into the 21st century' (2000);
Gardner and Lewis 'Anthropology, Development and the Post-modern Challenge' (1996);
Mark Hobart's 'An Anthropological Critique of Development' (1993);
Riall Nolan's 'Development Anthropology: Encounters in the Real World' (2002)

Pre-requisites

SE301 Social Anthropology

Synopsis *

Primarily intended to offer a critical analysis of the concept of development, particularly as it is used to talk about economic and social change in the developing world, the module shows how anthropological knowledge and understanding can illuminate 'development issues' such as rural poverty, environmental degradation, international aid and humanitarian assistance, climate change and the globalization of trade. Topics discussed include the role of anthropology in development practice, by examining some of the methods being used to either study or participate in current development projects, whether at local, national or international levels of intervention.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE595		Social Computing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	

Availability

Designed to augment the Social Anthropology degree. May be suitable for other School of Anthropology and Conservation programmes. Available to students in any programme.

Contact Hours

4 x 1 Hour Lectures; 4 x 1 Hour Seminars; 8 x 2 Hour Workshops

Learning Outcomes

Knowledge and understanding of theoretical concerns, methods, and findings of current empirical research in old, new and emerging contexts of cultural and social uses, responses, adaptation to and adaptation of social computing.

Methods for data collection, analysis and interpretation of social and cultural formations arising from social computing.

An understanding of the implications of nature, complexity and richness of human diversity and adaptation as influenced by social computing.

The cultural construction of social computing.

The interaction of social, cultural and biological aspects of human groups with social computing systems.

Ability to create social computing resources for research and reporting.

Method of Assessment

The module will be assessed by module participation (20%) and a module project (80%)

Preliminary Reading

Barabasi, A. L., 2002. *Linked: How Everything is Connected to Everything Else and What it Means for Business, Science, and Everyday Life* London: Plume.

Dennis, R. A., et. al. 2005. *Fire, People and Pixels: Linking Social Science and Remote Sensing to Understand Underlying Causes and Impacts of Fires in Indonesia*. *Human Ecology* 33, 465-504.

Fielding, J. 2001. *Coding and Managing Data*. In *Researching Social Life* (ed.) N. Fielding. London: Sage.

Fielding, N. and R. Lee. 2008. *Online Research*. Sage, London.

Fischer, M. 1994. *Applications in Computing for Social Anthropologists*. Routledge, London.

White, Douglas and Ulla Johansen. 2004. *Network analysis and ethnographic problems*. Lexington Books

Pre-requisites

None. SE300, SE301 and SE302 will be useful, but are not required.

Synopsis *

In this module you will learn how people are using social computing resources, how anthropologists and others understand these activities, how to access and deploy these resources yourself, and how to leverage your participation to better understand social and cultural processes that are underway in social computing contexts.

In Social Computing we describe and analyse how people use and adapt new technologies to form and navigate cultural and social contexts, create and spread knowledge and undertake action emerging from computer-enhanced capabilities. Capabilities include the internet (including so call Web 2.0), clouds, augmented reality, robotics and virtual devices, wearable computers and sensors and artificial intelligence.

We begin by looking at the major theoretical paradigms and methods that have guided research on these in anthropology and related disciplines. In the remainder of the module we examine case studies of social computing based on different capabilities, using a tool-kit that supports the creation and analysis of social computing capabilities and developing group and individual contributions to an on-going collective module project that will contribute to the Social Computing context.

Topics considered include the creative commons of open source, Web 2.0 and resource clouds, social networks, organisational change, reputation, social, legal and ethical issues, mobile and ubiquitous computing and augmented reality. Topics discussed in class will provide ideas and models for student research projects.

SE596 Spirit, Person, Society: Theories in Social Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

This module is optional to the following course:
 • BSc Anthropology (including cognate courses)

Contact Hours

Total contact hours: 22
 Private study hours: 128
 Total study hours: 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module you will be able to:

1. Discuss the main theoretical schools that have affected social anthropology in the course of the twentieth century.
2. Demonstrate an in-depth understanding of the relationship between social anthropology and the disciplines from which it draws its theoretical sources, including sociology, philosophy, political economy, and psychoanalytic theory.
3. Understand the ways in which social anthropologists have approached the theoretical ideas in relationship to their ethnographic writings
4. Analyse critically theoretical positions concerning the nature of human society and locate them in the appropriate intellectual schools of thought from which they originate.
5. Construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

Method of Assessment

Main assessment methods:
 Analytical essay 50%
 Examination (2 hours) 50%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment method: 100% Coursework.

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

Pre-requisites

None

Synopsis *

This module aims to develop your theoretical imagination by making you familiar with the central debates that have shaped anthropological theory from the early twentieth century to our contemporary debates. It aims to teach you to understand theoretical issues and apply them with a critical and informed sense of the role of difference in the human experience. The module is not a 'history of theory' survey; rather, it will lead you through the complex interrelations and cross references that have shaped anthropological theory over the past century. The module is organised around the theme of human society, which will be used as a lens through which to view theoretical discussions within social anthropology as well as its appropriations from other disciplines.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE597 Theoretical Topics in Social Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Compulsory to:

BSc Anthropology (including cognate courses)

BA Social Anthropology (including cognate courses)

Available as an elective module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Learning Outcomes

On successfully completing the module you will be able to:

1. be conversant in the main theoretical schools to have affected social anthropology
2. have cultivated an in-depth understanding of the historical depth of theoretical debates in social anthropology, as well as the way in which these debates have been taken up differently in the different national schools of thought
3. understand how social anthropologists apply the theories of their day to the ways in which they conduct ethnographic research in different parts of the world, and use comparative/historical analysis in their ethnographic writing.
4. analyse theoretical positions critically, locate them in the appropriate intellectual schools of thought from which they originate, and assess how well they make sense of ethnographic data
5. analyse and communicate your understanding of anthropological texts
6. construct coherent and logical arguments that combine theoretical writings with the discussion of ethnographic data.

Method of Assessment

Critical review (2500 words) 50%

Essay (2500 words) 50%

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages

(<https://kent.rl.talis.com/index.html>).

Synopsis *

The module is of core relevance for students of anthropology, and a wide range of related disciplines preoccupied with the role of anthropologically-informed thought and cultural literacy in today's transnational and multicultural globe. It explores the relationship between social anthropology and the Contemporary World, and a series of themes that explore how anthropologists engage with the pressing political, social and environmental concerns and crises of their day. Through examination of 'hot topics' in the discipline, key debates in public anthropology, and anthropological and ethnographic theory, the module clarifies the relevance of anthropology for the world beyond the university, and educates you in how to adapt anthropological knowledge and skills to analysis of real world issues. It also advances core disciplinary understanding relevant to social anthropological modules in stages 2 and 3. Throughout, key objectives are to support you in developing and consolidating your understanding of contemporary anthropology and your own assessment of the wider utility of the social sciences, and to provide essential critical tools for understanding the changing world around us.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE601	European Societies					
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	

Availability

BA Social Anthropology and associated programmes BSc Anthropology

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Be conversant in the main themes and trends of the anthropology of European societies
- 8.2 Demonstrate an in-depth critical understanding of the historical depth and cultural diversity of a number of Western European societies in both urban and rural contexts, and at a regional and national level
- 8.3 Critically understand the historical development of those societies
- 8.4 Apply awareness of the value of anthropological insights into contemporary political, social, and economic developments in the European context, such as nationalism and conflict; religion and migration (e.g. Islam); the socio-cultural impact of new technologies; tourism and its consequences; the heritage industry; the European Union; Brexit and Austerity; extremism and terror
- 8.5 Understand the impact of study of industrial and post-industrial European societies on anthropological methods
- 8.6 Understand key theoretical contributions of Europeanist anthropologists to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity

Method of Assessment

Essay (3000 words) (50%)

Examination (2 hours) (50%)

Reassessment Method: like for like

Preliminary Reading

- Barrera-González, A., Heintz M., and Horolets, A. (eds). 2020. *European Anthropologies*. Oxford: Berghahn.
- Berdahl, D. 1999. *Where the World Ended: Re-Unification and Identity in the German Borderland*. Berkeley: University of California Press.
- Davis, J. 1977. *People of the Mediterranean: an Essay in Comparative Social Anthropology*. London: Routledge.
- Goddard, V.J., J. Llobera, and C. Shore (eds), 1994. *The Anthropology of Europe: Identities and Boundaries in Conflict*, Oxford: Berg.
- Kockel, U., Craith, M.N. and Frykman, J. (eds), 2015. *A Companion to the Anthropology of Europe*. Oxford: Wiley.
- Maguire, M., Frois, C. and Zurawski, N. (eds), 2014. *The Anthropology of Security: Perspectives from the Frontline of Policing, Counter-terrorism and Border Control*. London: Pluto.
- Ventzel, A, 2020. *Punks and Skins United: Identity, Class and the Economics of an Eastern German Subculture*. Oxford: Berghahn.

Pre-requisites

Synopsis *

What has Anthropology had to say about Europe and what role has Europe played in Anthropology? In the heyday of empire, Anthropology looked overseas for its classic subjects of study; but immediately after WWII, a new Anthropology of Europe emerged that reflected the divide between a rich and democratic north and an impoverished and politically turbulent south, with a focus on the periphery. Finally, in the 1980s, as the European Union expanded, a new Anthropology of Europe arose that threw off the shackles of primitivism and turned to face the contemporary world in all its complexity. Our School is one of the first places in Britain where European anthropology thrived. Building on this tradition, this module focuses on both classic and key contemporary themes, such as: conflict, nationalism, and terror; tourism and heritage; religion and migration (e.g. Islam); the EU and BREXIT; and the Euroscepticism of the past decade, in particular the rise of populism and the impact of 'austerity' politics. In this way, we explore ethnographic vantage points from which students may creatively rethink the idea of 'Europe' and its meaning for the future.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE604 Human Behavioural Ecology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

Contributes to: BSc in Anthropology; Biological Anthropology; Medical Anthropology; Wildlife Conservation; Environmental Social Sciences; Human Ecology

Contact Hours

11 x 1 hour lectures and 11 x 1 hour seminars

Learning Outcomes

An understanding of the basic tenants of human behavioural ecology and how to apply them to the study of human behavioural diversity.

A thorough familiarity with ethnographically documented foraging societies.

The ability to critically examine claims of human uniqueness with specific fact-based analysis of ethnographic data.

The ability to logically and statistically deconstruct the use and abuse of hunter-gatherer data for questions of human 'universals' and for questions of origin for various human behaviours.,

Familiarity with and ability to apply the most commonly used methodological approaches in HBE.

Method of Assessment

40% coursework and 60% exam.

Preliminary Reading

The core text for this module is:

Kelly, R.L., 2013. The lifeways of hunter-gatherers: the foraging spectrum. Cambridge University Press, Cambridge.

The following two will be used to augment the main text by Kelly:

Marlowe, F., 2010. The Hadza hunter-gatherers of Tanzania. University of California Press, Berkeley.

Bettinger, R.L., 2009. Hunter-gatherer foraging: five simple models. Eliot Werner Publications, Clinton Corners, N.Y.

Pre-requisites

SE302 Foundations of Biological Anthropology or equivalent.

Synopsis *

This course covers the field of human behavioural ecology with a nearly exclusive focus on small scale foraging societies. In this sense it is a survey of hunter-gatherer behavioural diversity viewed through the lens of adaptation by natural selection. Scientists in many fields often place a scientific premium on the study of hunter-gatherer (forager) populations because humans lived as hunter-gatherers for the majority (nearly all) of their time on the planet. Economically speaking we study hunter-gatherer diversity because we encounter a diversity of traits and conditions that cannot be found by studying the ecologically unusual environments occupied by humans reliant on post-industrial technologies. Thus, we often focus on hunter-gatherer behavioural variation to understand the origins of human uniqueness and the evolutionary roots of many human behaviours in general. The only way to evaluate when and if claims based on forager diversity are true is to critically examine both the motivating theory and the data. This course accomplishes that task while also familiarizing students with a) human behavioural ecology (HBE) as a field, (HBE is the dominant evolutionary perspective in anthropology today) and b) hunter-gatherer ecology across the globe.

The module provides an in-depth overview of the field of human behavioural ecology with a focus on foraging populations from around the globe. Additionally, the study of hunter-gatherers is placed into the development and history of anthropology as a discipline. Ecological and evolutionary models are presented and explained. A variety of key areas of human behaviour are examined: subsistence, mobility, sharing, territoriality, the division of labour, social organization, political organization, and the pre-history of hunter-gatherers.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE605		Hormones and Behaviour				
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)	70% Exam, 30% Coursework	

Availability

BSc Biological Anthropology
BSc Anthropology

Also suitable as an optional module for BSc Wildlife Conservation, BA Social Anthropology and BSc Biology

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 evaluate the basic workings of the endocrine system in order to critically evaluate the methods used to study human and nonhuman primate behavioural endocrinology in field, lab, and other captive conditions;
- 8.2 recognise the hormonal basis of sex differentiation and sex differences in behaviour;
- 8.3 critically evaluate the link between hormones and social systems in humans and other primates, including wide-ranging knowledge of how hormones influence mating behaviour, parenting behaviour, social behaviour, and cognition;
- 8.4 understand the causes of physiological stress in humans and other primates in order to explain in depth the link between the short-term adaptive benefits of acute stress responses and the long-term detrimental consequences of chronic stress;
- 8.5 describe and comment upon how to differentiate between correlation and causation in behavioural endocrinology, and how to establish the direction of causality.
- 8.6 design a study to investigate the link between hormones and behaviour in humans or non-human primates.

Method of Assessment

Study Design (2000 words) (40%)
Seminar Readings Summaries (20%)
Essay (2000 words) (40%)

Reassessment: Like for Like

Preliminary Reading

Nelson, R. J. 2011. An Introduction to Behavioral Endocrinology, 4th ed.: Sinauer Associates.
Ellison, P. T. & Gray, P. B. 2009. Endocrinology of social relationships, Harvard University Press.
Sapolsky, R. M. 2004. Why Zebras Don't Get Ulcers, Macmillan.
Becker, J., Breedlove, S., Crews, D. & McCarthy, M. 2002. Behavioral Endocrinology. 2nd ed.: MIT Press

Pre-requisites

ANTB5650 (SE565) Sex, Evolution, and Human Nature; ANTB5080 (SE580) Primate Behaviour and Ecology

Synopsis *

If behaviour has been shaped by natural selection, then those behaviours must have some biological basis. This module explores the extent to which hormonal mechanisms provide such a biological explanation of behaviour in humans and our primate cousins. Students will learn the basics of the endocrine system, and consider both how hormones affect behaviour and how behaviour may affect hormones. This module will examine the role that hormones play in the differentiation of behaviours between females and males, as well as the evidence that sexual, parental, aggressive, and affiliative behaviours are influenced by hormones. Students will thus complete this module with a greater appreciation of the hormonal underpinnings of the complex sociality that characterizes humans and other primates.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE607 Islam and Muslim Lives in the Contemporary World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

This module contributes to BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad

Contact Hours

This module will be taught by means of a 1 hour lecture and 1 hour seminar for 12 weeks.

Learning Outcomes

On successful completion of this module, students should:

Be conversant in the main themes and trends of the anthropology of Islam, and comparative study of Muslim societies and cultures.

Have cultivated an in-depth critical understanding of the historical depth and cultural diversity of a number of Islamic traditions, cosmologies and practices in both urban and rural contexts, and at a regional, national and global levels.

Have acquired a critical understanding of the historical development of those societies, cultures, cosmologies, and practices.

Be able to apply anthropological insights to contemporary economic, political, religious and social developments in the Muslim world e.g. religious nationalism; war on terror; the socio-cultural impact of new technologies on religious practice; the practice and politics of pilgrimage; gender; sectarianism and secularism; globalisation; and to develop awareness of the strengths and limitations of these insights compared to other disciplinary perspectives on Islam and Muslim lives.

Understand the impact of study of Muslim societies on the anthropological study of religion and politics.

Be knowledgeable about key theoretical contributions of the anthropology of Islam to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity.

Method of Assessment

100% Coursework; consisting of 2000 word research essay, 1200 word critical book review and individual seminar presentation

Preliminary Reading

- Bowen, J. (2012) *A New Anthropology of Islam*. Cambridge: Cambridge University Press.
- Gilson, M (2000) *Recognising Islam: Religion and Society in the Modern Middle East*. London: I.B. Tauris
- Kreinath, J (2011) *The Anthropology of Islam Reader*. London: Routledge.
- Marsden, M. and Retsikas, K. eds. (2012) *Articulating Islam: Anthropological Approaches to Muslim Worlds*. Dordrecht: Springer.
- Osella, F. and Soares, B. eds. (2010) *Islam, Politics, Anthropology*. Oxford: Willey-Blackwell.
- Shryock, A. ed. (2010) *Islamophobia/Islamophilia: Beyond the Politics of Enemy and Friend*. Bloomington: Indiana University Press.

Pre-requisites

SE301 (Introduction to Social Anthropology) or equivalent I level course (equivalence to be determined by the module convenor).

Synopsis *

This module is concerned with a diverse range of approaches deployed by anthropologists to the study of Islam and Muslim lives in the contemporary world. The aim of the module is to familiarize students with the complex intertwinements between Islam as a set of sacred texts and a world religious tradition, and the ways in which these are locally understood, interpreted and experienced throughout specific historical, social and political contexts. The key topics covered in this module focus on contemporary economic, political, religious and social developments in the Muslim world such as religious nationalism; war on terror and Islamophobia; the socio-cultural impact of new technologies on religious practice; the practice and politics of pilgrimage; gender; sectarianism and secularism; colonialism, imperialism and globalisation; diasporic Islam; or charity and social justice. This module will develop students' awareness of the strengths and limitations of anthropological insights compared to other disciplinary perspectives on Islam and Muslim lives, and more generally how these influence larger debates on the anthropological study of religion and politics.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE609 Forensic Anthropology						
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)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

BSc Anthropology
BSc Biological Anthropology
Available as an elective module

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Critically apply anthropological methods in a legal setting.
- 8.2 Employ the methods used to build a biological profile, forensic taphonomy, disaster victim identification, and understand how these data are utilised to answer specific medico-legal questions.
- 8.3 Relate ethical thinking with working with human remains within the legal system.
- 8.4 Evaluate critically new research methods in the field of forensic anthropology.
- 8.5 Demonstrate a systematic understanding of the crime scene to court process.

Method of Assessment

Expert witness affidavit (30%)
Poster (hand-in) & poster presentation (40%)
Critical analysis of expert witness testimony (30%)

Reassessment: Like for Like

Preliminary Reading

Boyd, C. C. & Boyd D. C. (Eds.) (2018). Forensic anthropology: Theoretical framework and scientific basis, Wiley.

Christensen, A. M., Passalacqua, N. V. & Bartelink, E. J. (Eds.) (2014). Forensic anthropology: Current methods and practice, Elsevier.

Schotsmans, E. M., Forbes, S. L. & Márquez-Grant, N. (Eds.). (2017). Taphonomy of human remains: forensic analysis of the dead and the depositional environment, Wiley.

Pre-requisites

ANTB3020 (SE302) Foundations of Biological Anthropology

Synopsis *

This module examines the contribution of biological anthropology to the study of forensic science and provides students with a detailed understanding of the methods and theory of forensic anthropology. We cover topics such as biological profiling, field excavation and recovery, forensic taphonomy, identity, trauma and expert witness testimony. By the end of this module students will know how biological anthropology is applied in a forensic arena, and understand how human remains are recovered and analysed.

Students are introduced to concepts applied in forensic anthropology. Students will learn how human remains are recovered on scales ranging from single burials through to mass graves and mass fatality incidents. Students are introduced to environmental factors influencing crime scene recovery and skeletal material and will learn about the importance of other forensic specialities such as forensic odontology, forensic facial approximation, and isotope analysis. Students will also acquire an understanding of the role of a forensic anthropologist in the courtroom.

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SE611 Violence and Conflict in the Contemporary World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad
Also available as an elective module.

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 be conversant with the major theoretical positions taken in contemporary Social Anthropology;
- 8.2 discuss critically the evidence supporting competing anthropological theories;
- 8.3 connect the way anthropological debates relate to current affairs, including political, social and economic developments and historical events;
- 8.4 describe some of the historical development of anthropological ideas in the 20th century;
- 8.5 have cultivated an in-depth understanding of the recognised topic in anthropology of violence and conflict and the related fields of power and politics, the nation-state, anthropological approaches to memory and emotions, gender, war and ethics;
- 8.6 construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with discussion of ethnographic data;
- 8.7 plan a small research project that connects anthropological debates to broader social issues and current events;
- 8.8 present their findings in an oral presentation and work with other students in order to develop their ideas.

Method of Assessment

Research Project, 2500 words (50%)

Book Review, 1500 words (30%)

Seminar participation (20%)

Reassessment method: Like for like

Preliminary Reading

Das, Veena, Arthur Kleinman, Margaret Lock, Mamphela Ramphele & Pamela Reynolds. 2001. *Remaking a World: Violence, Social Suffering, and Recovery*. Berkeley, Los Angeles and London: University of California Press.
Farmer, Paul. 2003. *Pathologies of Power. Health, Human Rights, and the New War on the Poor*. Berkeley, Los Angeles and London: University of California Press.
Howell, Signe and Roy Wills. 1989. *Societies at Peace: Anthropological Perspectives*. London: Routledge.
Kiernan, Ben. 2007. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. Yale University Press.
Kwon, Heonik. 2008. *Ghosts of War in Vietnam, Studies in the Social and Cultural History of Modern Warfare, No. 27*. Cambridge: Cambridge University Press.
Navaro-Yashin, Yael. 2012. *The Make-Believe Space: Affective Geography in a Postwar Polity*. Duke University Press.

Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology

Synopsis *

The aim of this module is to introduce students to the relevance of anthropological debates to contemporary political issues, specifically in relation to one of the most pertinent and persistent phenomena of the 20th century: violent conflict and war. Students will gain a firsthand insight into one of anthropology's main contributions: the way that small-scale issues can be related to much broader and perhaps universal questions about human nature, violence, poverty and inequality. Even though this module will focus on anthropological approaches to violence and conflict, it will also draw on discussions from other disciplines (such as philosophy and political theory), such as human nature, war and genocide, legitimacy and the state. Other topics that will be covered include memory, gender, subjectivity, structural violence, reconstruction and reconciliation, as well as anthropological approaches to peace, emotions and human suffering. In addition, by discussing the ethics of doing research in conflict situations, this module will allow students to critically engage with the challenges, dilemmas and limitations of anthropological research methods. The module is designed in a way that it encourages students to engage with current affairs and to get first insights into how anthropology can contribute to our understanding of political, social and historical events.

SE614 Afterlives of Socialism in Eastern Europe and Central Asia						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

BSc Anthropology and associated programmes
 BA Social Anthropology and associated programmes
 Also available as an elective module

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Be conversant in the main themes and trends of the anthropology of postsocialism, and comparative study of postsocialist societies and cultures in Eastern Europe and Central Asia;
- 8.2 Critically understand the regions of Eastern Europe and Central Asia and their socialist legacies in economic, political, and social depth, the cultural diversity of the regions, and at regional, national and global levels;
- 8.3 Critically interpret the historical development of those societies and cultures;
- 8.4 Be able to apply anthropological insights to contemporary economic, political, religious and social developments in the post-socialist world e.g. nationalism; religious revival; transition from command economy to market capitalism; memory and nostalgia; gender; state infrastructures and borders; globalisation; and to develop awareness of the strengths and limitations of these insights compared to other disciplinary perspectives on post-socialist Eastern Europe and Central Asia;
- 8.5 Understand the impact of study of post-socialist societies on the anthropological study of religion, economy, politics, and social change;
- 8.6 Be knowledgeable about key theoretical contributions of the anthropology of postsocialism to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity.

Method of Assessment

Research Essay, 2000 words (60%)
 Book Review, 1200 words (30%)
 Seminar presentation (10%)

Reassessment method: Like for like

Preliminary Reading

Berdahl, D. (2010) *On the Social Life of Postsocialism: Memory, Consumption, Germany*. Bloomington: Indiana University Press.
 Bernstein, A. (2013) *Religious Bodies Politics: Rituals of Sovereignty in Buryat Shamanism*. Chicago: Chicago University Press.
 Creed, G. (2011) *Masquerade and Postsocialism: Ritual and Cultural Dispossession in Bulgaria*. Bloomington: Indiana University Press.
 Henig D. and N. Makovicky, eds. (2016) *Economies of Favours after Socialism*. Oxford: Oxford University Press.
 Pelkmans, M., ed. (2009) *Conversion after Socialism: Disruptions, Modernisms and Technologies of Faith in the Former Soviet Union*. Oxford: Berghahn.
 Reeves, M. (2014) *Border Work: Spatial Lives of the State in Rural Central Asia*. Ithaca: Cornell University Press.
 Yurchak, Alexei (2005) *Everything was Forever, Until It was No More: The Last Soviet Generation*. Princeton: Princeton University Press.

Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology

Synopsis *

This module focuses on the afterlives of Soviet socialism in contemporary Eastern Europe and Central Asia. Throughout the 20th century, Soviet socialism provided the main economic and (geo)political alternative to Western capitalism and its forms of industrial modernisation. It was, however, also an internally-diverse social, political and cultural project that impacted all spheres of society and interpersonal relations, ranging from economic organisation, housing and consumption, to religious life. In 1989, this project collapsed with large-scale societal transformations across the Eurasian landmass and beyond. Starting from this point of rupture, the module addresses two sets of aims. Firstly, it will introduce students to the diversity of the afterlives of the 'actually living' Soviet socialism and postsocialism in contemporary Eastern Europe and Central Asia. Secondly, it will ask how ethnographic study of postsocialism can contribute to critical and comparative understanding of rapid and radical social changes. These aims will be explored by focusing on the themes studied by anthropologists (in a dialogue with historians and political scientists), including religious revival; memory and nostalgia; food and consumption; infrastructure and/of the state; nationalism; money and exchange networks; morality and personhood.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE616		The Anthropology of China				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad
Also available as an elective Module.

Contact Hours

Contact Hours: 26 hours
Private Study: 124 hours
Total Study: 150 hours

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

(1) demonstrate knowledge and critical understanding of important debates about life in contemporary China and Chinese societies outside of China,

(2) demonstrate critical understanding of the way ethnographic studies can contribute to understanding a complex society, and

(3) reflect critically on core anthropological topics on the basis of knowledge of Chinese case studies.

Method of Assessment

Research Essay, 3,000 words (60%)
Critical Book Review Essay, 2,000 words (40%)

Preliminary Reading

Bach, J. 2010. "They come in peasants and leave citizens': Urban Villages and the Making of Shenzhen, China." *Cultural Anthropology* 25 (3).

Bruckermann, C., & Feuchtwang, S. (2016). *The Anthropology of China*. World Scientific Publishing Co Inc.

Dikötter, F. 2009. "Racial Identities in China: Context and Meaning." *The China Quarterly* 138.

Farquhar, J. and Zhang, Q. 2005. "Biopolitical Beijing: Pleasure, Sovereignty, and Self-cultivation in China's Capital." *Cultural Anthropology* 20 (3).

Kuah-Pearce, K. E., ed. 2008. *Chinese Women and the Cyberspace*. Amsterdam: Amsterdam University Press.

Steinmüller, H. (2015). *Communities of Complicity*.

Synopsis *

The course will introduce students to cutting-edge ethnographic studies of contemporary China. Through these studies, students will be encouraged to think about a series of key issues in the anthropology of China.

For a very long time it was difficult or impossible for outsiders to observe life in China directly in a systematic way, and as a result our accustomed ways of thinking about China are based on macro-level economic and political phenomena, stereotypes and icons --- when we think of China, we think of Confucianism and Communism, kung fu and feng shui, Mao and Chiang Kai Shek, trouble in Tibet and tension with Taiwan. These things are all important, but they leave us with little understanding of what ordinary life is like in China, and so Chinese society can appear mysterious and sometimes contradictory. Fortunately, it has become progressively easier to conduct social scientific research in China and since the mid-1990s and there is now a substantial ethnographic literature that allows us to begin to see contemporary China as a flesh-and-blood society.

This module will use ethnographic literature to explore key topics in the anthropology of China, such as ethnicity, religion, the role of the Communist Party, and the development of capitalism.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE617	Ethnographies I					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Year Abroad
BSc Human Geography

Contact Hours

Total contact hours: 26
Private study hours: 124
Total study hours: 150

Learning Outcomes

completing the module students will be able to:

- 8.1 demonstrate critical understanding of a number of ethnographies and ethnographic/documentary films
- 8.2 demonstrate an informed understanding of the production and analysis of ethnographies and ethnographic/documentary films
- 8.3 relate specific ethnographic texts and ethnographic/ documentary films to general theoretical anthropological topics or themes within visual anthropology
- 8.4 demonstrate knowledge of the research methods specific to the disciplines of social and visual anthropology
- 8.5 construct coherent and logical arguments combining visual and textual discourses, combining conceptual understanding with substantiated ethnographic examples.
- 8.6 critically relate their reading for this module to wider conceptual and ethical concerns in social anthropology, and the broader relationship between anthropological fieldwork and ethnographic writing
- 8.7 critically engage with some of the assumptions present in their understanding of the truth claims of ethnographies and ethnographic media productions.

Method of Assessment

Report (40%)
Short Essay 1300 words (20%)
Examination, 2 hours (40%).

Preliminary Reading

Bourgois, P. and J. Schonberg (2009) *Righteous Dopefiend*. Berkeley: University of California Press.
Emerson, R. et al. (2011). *Writing Ethnographic Fieldnotes*. Chicago: Chicago UP
Grimshaw, A. 2001. *The Ethnographer's Eye: Ways of Seeing in Modern Anthropology*. CUP
Jackson, M. 1998. *Minima ethnographica: intersubjectivity and the anthropological project*. Chicago: University of Chicago Press.
Jackson, M. (2000) *At Home in the World*. Durham: Duke University Press.
MacDougall, D 1998. *Transcultural Cinema*. Princeton University Press
Narayan, K. (2012) *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.
Banks, M & Ruby, J (eds). 2011. *Made to be Seen: Perspectives on the History of Visual Anthropology*. Chicago: University of Chicago Press.
Pink, S. 2001/2007. *Doing Visual Ethnography*. London: Sage
Theodossopoulos, D. (2016). *Exoticisation Undressed: Ethnographic Nostalgia and Authenticity in Emberá Clothes*. Manchester: Manchester University Press
West, P. (2012) *From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea*. Durham, NC: Duke University Press

Pre-requisites

Pre-requisite for BA Social Anthropology and BSc Anthropology programme: ANTS3010 Introduction to Social Anthropology

Synopsis *

This module introduces ethnography and the ethnographic/documentary film as ways of understanding individual and social lives. The focus is both critical and practical investigation of the research methods, production and communicative methods underlying them. Students will therefore acquire both critical and practical training in these key ethnographic methodologies. The parallel histories of the development of ethnographic writing, ethnographic media making and visual anthropology will be explored to facilitate greater integration between written and visual media. Indicative areas in the reading, analysis and practice of ethnography might include: (1) Critical and Historical Contextualisation and Evaluation, (2) How to evaluate its contribution to particular issues and topics within Social Anthropology; (3) Theoretical contributions; (4) Methodology and research methods; (5) The evaluation of the relationship between description and analysis (6) Examination of its structure, presentation and ability to communicate an understanding of a social and cultural group through the written word; (7) Ethnographies, Photography and Multi-Media. Indicative areas in visual anthropology covered by the module might include: (1) Collaborative and Participatory Media Production (2) Photography, Soundscapes and the Senses (3) Cinema Verite and Ethnographic Film (4) Indigenous Media, Reception and Publics (5) The Transformative Efficacy of Video.

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SE618		Advanced Social Anthropology I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad

Contact Hours

Total contact hours: 44

Private study hours: 256

Total study hours: 300

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Be conversant with the key disciplinary themes and trends of social anthropology, such as power, economy, kinship and religion

8.2 Have acquired a critical understanding of the historical development of those anthropological debates and theories

8.3 Be knowledgeable about the theoretical contributions of the anthropology of the key themes studied to the broader discipline of social anthropology

8.4 Have cultivated a critical understanding of the global and historical diversity, operation and experience of political and economic institutions

8.5 Be able to apply anthropological insights to contemporary developments in relevant ways

Method of Assessment

Essay 1 (2500 words) (25%)

Essay 2 (2500 words) (25%)

Examination, 2 hour (50%).

Reassessment method: Like for like

Preliminary Reading

Appadurai, A. ed. (1986) *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge University Press

Carrier, J. ed. (2013) *A Handbook of Economic Anthropology*. Edward Elgar

Carrier, J and D. Kalb, eds (2015) *Anthropologies of Class: Power, Practice and Inequality*. Cambridge University Press

Lewellen, T.C. 2003 (third edition). *Political Anthropology: An introduction*. Westport: Praeger. GN492

Hart, K, J.L. Lavelle, and A.D. Cattani eds. (2010) *The Human Economy*. Polity Press

Humphrey, C and S. Hugh-Jones, eds. (1992) *Barter, Exchange, and Value: An Anthropological Approach*. Cambridge University Press

Scott, J.C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press.

Pre-requisites

Synopsis *

You will study some of the key themes that have preoccupied social anthropologists through the history of the discipline, such as kinship, power, economic relations and religion. The module introduces these issues through theoretical approaches, but also through relevant ethnographic case studies. There will often be opportunities to understand the ways in which a social anthropological approach, grounded in ethnographic research, provides a different perspective on some of universal concerns that are shared by social science disciplines such as economics, politics and sociology.

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SE619 Advanced Social Anthropology II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad

Contact Hours

22

Learning Outcomes

8.1 Be conversant with the main themes and trends of the anthropology of religion

8.2 Have cultivated an in-depth critical understanding of the historical depth and cultural diversity of a number of religious traditions, symbolic systems, rituals and practices both inside and outside 'Western' and modern contexts, and at regional, national and global levels

8.3 Have acquired a critical understanding of the historical development of those anthropological debates and theories

8.4 Be able to apply anthropological insights to the ongoing transformations of these traditions vis-à-vis colonial encounters, post-colonial settings, as well as globalisation e.g. ritual and sacrifice; witchcraft and sorcery; secularisation and fundamentalism; millennialism and conversion; and to develop awareness of the strengths and limitations of these insights compared to other disciplinary perspectives on social life, politics, economics and ideology

8.5 Be knowledgeable about key theoretical contributions of the anthropology of religion to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity

8.6 Be able to analyse and communicate their understanding of anthropological texts in both written and spoken form

Method of Assessment

50% Exam; 50% Coursework

Seminar Participation (10%)

Seminar Presentation (10%)

Essay (30%)

Preliminary Reading

Abramson, A. and M. Holbraad eds. (2014) *Framing Cosmologies: The Anthropology of Worlds*. Manchester: Manchester University Press.

Bloch, M. (1992) *Prey Into Hunter: The Politics of Religious Experience*. Cambridge: Cambridge University Press.

Bloch, M. (2012) *Anthropology and the Cognitive Challenge*. Cambridge: Cambridge University Press.

Bowie, F. (2006) *The Anthropology of Religion: An Introduction*. Oxford: Blackwell

Lambek, M. (ed.) 2001. *A Reader in the Anthropology of Religion*. Oxford: Blackwell.

Lambek, M. ed. (2013) *A Companion to the Anthropology of Religion*. Oxford: Blackwell.

Whitehouse, H. and J. Laidlaw eds. (2007) *Religion, Anthropology, and Cognitive Science*. Durham: Carolina Academic Press.

Pre-requisites

Pre-requisites for BA Social Anthropology: ANTS3010 Introduction to Social Anthropology; ANTS6180 Advanced Anthropology I and ANTS6170 Ethnographies I

Pre-requisites for BSc Anthropology programme: ANTS3010 Introduction to Social Anthropology; ANTS6180 Advanced Social Anthropology I

Co-requisites for BA Social Anthropology programmes: ANTS6200 Ethnographies II

Synopsis *

This module is focused on a diverse range of approaches deployed by anthropologists to the study of religion, and belief and symbolic systems. It introduces a range of anthropological insights to the ongoing transformations of religious traditions and belief systems vis-à-vis colonial encounters, post-colonial settings, as well as globalisation. The aim of the module is to familiarize students with the complex interactions between lived religious practice, religious traditions, and the ways in which these are intertwined with other domains of social life, politics, economics and ideology. The key topics covered in this module focus on ritual and sacrifice; witchcraft and sorcery; secularisation and fundamentalism; millennialism and conversion; cosmology and ideology; human and non-human relationships; modes of religiosity, rationality and belief; mediation and ethics. This module will develop students' awareness of the strengths and limitations of anthropological insights compared to other disciplinary perspectives on religion such as theology, cognitive science or sociology.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE620		Ethnographies II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad

Contact Hours

18

Learning Outcomes

- 8.1 Demonstrate critical understanding of the contents of a number of ethnographic texts
- 8.2 Identify the authors of specific ethnographic texts and indicate when and where the fieldwork described in the text was undertaken, as well as their conceptual and methodological background of problem-solving
- 8.3 Relate specific texts to general theoretical anthropological topics, for examples to the analysis of structural and political violence; social and economic inequalities; globalisation and consumption; and mobility, migration and identity
- 8.4 Demonstrate knowledge of the methods of research specific to the discipline of anthropology and illustrate them with reference to the studied local, regional, and global ethnographies
- 8.5 Critically relate their reading for this module to wider conceptual and ethical concerns in social anthropology, and the broader relationship between anthropological fieldwork and ethnographic writing
- 8.6 Relate the dilemmas faced by authors of the reading for this module to the challenges they themselves face as amateur ethnographers

Method of Assessment

40% Exam; 60% Coursework
Coursework
Seminar Contribution (15%)
Project (45%).

Preliminary Reading

Cambell, J. K. (1964). *Honour, Family and Patronage*. Oxford: Oxford University Press.
Cannell, F. (1999). *Power and Intimacy in the Christian Philippines*. Cambridge: Cambridge University Press.
Emerson, R. et al. (2011). *Writing Ethnographic Fieldnotes*. Chicago: Chicago UP
Ghodsee, K. (2016) *From Notes to Narrative: Writing Ethnographies that Everyone can Read*. Chicago: Chicago University Press.
Theodossopoulos, D. (2016). *Exoticisation Undressed: Ethnographic Nostalgia and Authenticity in Emberá Clothes*. Manchester: Manchester University Press

Pre-requisites

Pre-requisite for BA Social Anthropology: ANTS3010 Introduction to Social Anthropology, ANTS6170 Ethnographies I, ANTS6180 Advanced Social Anthropology I

Pre-requisites for BSc Anthropology programme: ANTS3010 Introduction to Social Anthropology

Co-requisite for BA Social Anthropology programmes: ANTS6190 Advanced Social Anthropology II

Synopsis *

This module builds on Ethnographies I, and its focus is to further investigate the canonical form in which research in social anthropology has been disseminated, the ethnography. The reading list for the module therefore consists exclusively of professional ethnographic monographs of varying thematic and regional focus. Students will be expected to come to seminars with notes from their reading and will be encouraged to discuss that reading and to relate it to wider anthropological issues raised or implied by the authors of the ethnographies. Considerable time will be spent, particularly in the earlier seminars, on instruction about how to read an ethnography and what goes into writing it. This might include how to examine its implicit (as opposed to explicit) theoretical assumptions; how to place it within the historical development of the discipline; how to evaluate its empirical investigation of particular theoretical problems; how to evaluate the relationship between description and analysis; how to evaluate its contribution to particular issues and topics within social anthropology; and the examination of its structure, presentation and ability to communicate an understanding of a social and cultural group through the written word.

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SE621 The Human-Environment Nexus: Contemporary Issues & Critical Approaches						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

BSc Anthropology and associated programmes
BSc Biological Anthropology and associated programmes
BSc Human Ecology
BSc Human Geography
BSc Wildlife Conservation
BA Social Anthropology and associated programmes
BA Environmental Social Sciences
Also available as an elective module

Contact Hours

22

Learning Outcomes

8.1 Demonstrate a sound understanding of a number of contemporary issues, perspectives and debates relating to how the human-environment interface is understood and theorised.

8.2 Critically describe and comment on emerging approaches informing environmental anthropology and human ecology, such as environmental humanities, post-humanism, the ontological turn, biosemiotics, the new ecologies, complexity theory, etc.

8.3 Develop an ability to read, think and engage with a challenging range of perspectives, assumptions and languages that characterise the multi-disciplinary and rapidly evolving fields of human ecology and environmental anthropology.

8.4 Understand the critical importance and challenges (epistemic as well as methodological) of considering and addressing issues relating to complexity, multidimensionality, dynamism and scale.

8.5 Apply their insights in a manner that contributes to a clearer, more sophisticated, more comprehensive and coherent understanding of the complex nature of today's cascading socio-ecological crises.

Method of Assessment

Essay (3,000 words) (60%)
Book Review (2000 words) (40%)

Reassessment: 100% coursework

Preliminary Reading

Cassidy, R. and M. H. Mullin, Eds. (2007). *Where the wild things are now: domestication reconsidered*. Oxford; New York, Berg.

Goldman, M., et al., Eds. (2011). *Knowing Nature conversations at the Intersection of political ecology and science studies*. Chicago; London, University of Chicago Press.

Hornborg, Alf, Brett Clark, and Kenneth Hermele. 2012. *Ecology and Power: Struggles over Land and Material Resources in the Past, Present, and Future*. London: Routledge.

Ingold, T. (2011). *Being alive: Essays on movement, knowledge and description*. Taylor & Francis.

Kirksey, E., (2015). *Emergent ecologies*. Duke University Press.

Kopnina, H. and Shoreman-Quimet, E. eds., (2017). *Routledge Handbook of Environmental Anthropology*. Rutledge.

Orr, Y. et al. (2015). "Environmental anthropology: systemic perspectives" *Annual Review of Anthropology* 44: 153-168.

Synopsis

This module emerges out of the fact that the human-environment nexus has, in recent years, become an area of intense debate and polarisation, both social and intellectual; a space in which many of the core categories within the natural and social sciences- be these the 'nature', 'society', 'humanity' or indeed 'life'- are being reconsidered and reconfigured. By engaging with recent debates and case studies from different regions it seeks to critically assess, compare and contrast some of the key contemporary, at times controversial, debates that engage collaborators, colleagues and critics from diverse academic specialities and perspectives. Through the use of lectures, and student-led seminar discussions focused on specific papers and case studies it seeks to review and compare some of concepts and approaches used to research, analyze and theorise the intersecting and mutually constituting material, symbolic, historical, political dimensions of human-plant and human-environment relations. It also seeks to assess how such an understanding can better guide our attempts to address the complex socio-environmental problems facing our world and our future by explicitly addressing the issue of complexity and scale, both in space and over time.

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SE623		Urban Anthropology				
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

BA Social Anthropology and cognate courses.

Also available as an elective module

Contact Hours

The module will be taught by lectures, seminars and private study (including fieldwork).

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate critical understanding of the history of urban studies in anthropology and the principal interdisciplinary relations it has involved.
2. Demonstrate critical understanding of the methodologies and techniques used to explore the ethical, empirical and analytical challenges involved in fieldwork.
3. Critically evaluate the central concerns raised by urban living in anthropology in terms of marginality and deviance.
4. Demonstrate critical understanding of the central analytical responses that anthropology has provided to the constitution of urban space and its political and social relevance
5. Critically engage with contemporary environmental debates concerning urban ecology (namely in terms of human-animal and human-plant interaction)
6. Critically evaluate conceptual insights and academic theories that explain urban living
7. Critically evaluate the central challenges that are placed globally by the rapid spreading of forms of very dense urban conurbation

Method of Assessment

The module is examined by 100% Coursework, consisting of

- Fieldwork Project Abstract (10%) – Student's will be required to present, either a 500 word written submission or a 10 minute presentation on their initial fieldwork plan identifying their chosen area, points of observation as well as dialogue with the methodological readings that they will have been given.
- Critical Book Review 1000 words (20%) on theoretical text
- 3000 word Fieldwork Project Report based on fieldwork activities (70%)

Reassessment instrument: 100% coursework

Preliminary Reading

Hannerz, Ulf. 1980. *Exploring the City: Inquiries towards an urban anthropology*. NY: Columbia U.P.

Nas, Peter. 2015. "Urban Anthropology" in *International Encyclopedia of the Social and Behavioral Sciences* (2nd ed.). NY: Elsevier, pp. 774-782.

Katz, Jack. 2010. "Time for new urban ethnographies". *Ethnography* 11 (19): 25-44.

Whyte, William F. 1993 [1943]. *Street Corner Society: the social structure of an Italian slum*. Chicago. University of Chicago Press.

Mitchell, J. Clyde. 1956. *The Kalela Dance*. Manchester: University Press.

Synopsis <span style =

Starting in the 1930s, Urban Anthropology has been one of the main sub-fields of Social Anthropology, but it is also an area where our discipline has engaged very intensely in interdisciplinary relations. After the 1950s the world changed globally, with an ever-increasing percentage of the world's population living in urban contexts. As a result, the relevance of urban and modern modes of living became central for anthropological research. Ethnographic methodology too had to be adapted as a consequence with an increased attention to matters of bureaucracy and technology. Today, in a world where global mobility is intense and consumerism dominates, it can be argued that even rural populations live in a periurban condition. Traditionally, urban anthropology dealt centrally with problems of marginality and deviance, but now increasingly the focus is on the interaction between urban planning and the politics of everyday living. Most of our students are likely to go on to do academic research in areas of applied research in urban settings. Therefore, it is especially important that they should be introduced to the problems that urban anthropology raises.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE624 Geographic Specialism in Ethnographic Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

BSc Anthropology and associated programmes
 BA Social Anthropology and associated programmes
 Also available as an elective module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Be conversant in the main themes and trends of the anthropology of a specific ethnographic area;
- 8.2 Critically understand the ethnographic area in economic, political, and social depth, the cultural diversity of the region, and at regional, national and global levels;
- 8.3 Critically interpret the political development of those societies and cultures;
- 8.4 Apply anthropological insights to contemporary economic, political, religious and social developments in the area;
- 8.5 Understand the impact of study of the ethnographic area on the anthropological study of politics, nationalism, conflict and violence
- 8.6 Demonstrate knowledge of key theoretical contributions of the anthropology of the ethnographic area to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity.

Method of Assessment

Research Essay (3000 words) (60%)
 Book Review (2000 words) (40%)

Reassessment method: Like for like

Preliminary Reading

Readings will be chosen by the Convenor to correspond to a specific ethnographic area that forms the basis of the module.

Allen, Lori. 2010. *The Rise and Fall of Human Rights. Cynicism and Politics in Occupied Palestine*. Stanford: Stanford University Press.

Biner, Zerrin Ozlem. 2019. *States of Dispossession: Violence and Precarious Coexistence in Southeast Turkey*. Pennsylvania: University of Pennsylvania Press

Deeb Lara and Jessica Winegar, 2016. *Anthropology's Politics: Disciplining the Middle East*.

Stanford: Stanford University Press.

Hafez, Sherine. 2019. *Women of the Midan. The Untold stories of Egypt's Revolutionaries*. Indiana University Press

Randa Nucho, Joanne 2016. *Everyday Sectarianism in Urban Lebanon: Infrastructure,*

Public Services, and Power. Princeton: Princeton University Press.

Ekmekcioglu, Lerna. 2016. *Recovering Armenia: The Limits of Belonging in Post-Genocide*

Turkey. Stanford: Stanford University Press.

Synopsis *

This module aims to provide perspectives on the political anthropology of the Middle East with a particular focus on post-Ottoman and post-colonial territories such as Turkey, Syria, Iraq, Lebanon, Israel/Palestine, and Egypt. It uses anthropological tools to explore the effects of the dissolution of the Ottoman Empire, its legacy and other colonial regimes on the constitution of different nation-states in the region. Drawing on historical and anthropological studies about multiple sovereign actors as well different forms of citizenship, this module will introduce students to the diversity of identities,

political struggles, memories of violence, traumas, and hopes in the politically volatile Middle East. Through lectures and seminars, students will explore critically anthropological works in dialogue with historians and political scientists on the following themes: nation-building, Islamist movements, secularism, minorities, sectarianism, ethnic conflicts, forced migration and displacement, authoritarian regimes, and resistance movements.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE628 Human Skeletal Biology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

Optional to BSc Anthropology

Compulsory to BSc Biological Anthropology

BSc Human Biology and Behaviour (and cognate year abroad/professional practice programs)

Contact Hours

Total contact hours 36

Private study hours 114

Total study hours 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will demonstrate:

8.1. An understanding of the human skeletal system, including the nature and function of bone, the identification of bone and bony fragments in an anthropological context, and the interpretation of morphological features of bone for research in biological anthropology and human biology.

8.2. Experience with the identification, and analysis of human bone, and understanding of how these data are utilized to answer significant anthropological research questions.

8.3. An understanding of the ethical treatment of human remains in light of major moral and legal dilemmas facing the scientific study of humans today.

8.4. Exposure to an anthropological approach to the study of the skeletal structure of humans.

8.5. Evaluation of new research in the field of human skeletal biology.

Method of Assessment

Lab Quiz 1 15%

Lab Quiz 2 15%

Lab Report (3000 wrd) 70%*

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment method:

100% coursework

Preliminary Reading

Hillson, S. 1996 Dental Anthropology Cambridge University Press

Katzenberg, M.A. and Saunders, S.R. 2000 Biological Anthropology of the Human Skeleton Wiley-Liss

White, T.D., Black, M.T., Folkins, P.A. 2012 Human Osteology 3rd Ed. Academic Press

Pre-requisites

ANTB3020 Foundations of Biological Anthropology

Synopsis *

The study of the human skeletal system is basic to the disciplines of biological anthropology and human biology. This module will examine the fundamentals of human osteology. Students will learn to identify and analyse human bone and evaluate and interpret major research in biological anthropology and human biology that has as its basis the analysis of bone.

Indicative topics are:

- A detailed consideration of the basic properties of bone growth, development, and function in the human body.
- An examination of all major skeletal structures and the morphological features associated with them. The focus will be on the function of these structures within the body as well as the identification of fragmentary remnants of them in a forensic or archaeological context.
- Major techniques used in biological anthropology to analyse human bone, such as estimation of age at death, estimation of biological sex and stature.
- Evaluation of major research studies involving analysis of human bone.
- Consideration of ethical issues in the collection and curation of human bone.

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SE629 Human Anatomy and Movement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

Compulsory for: BSc Human Biology and Behaviour

Optional for: BSc Anthropology

Available as an elective module.

Contact Hours

Total contact hours 31

Private study hours 119

Total study hours 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Identify the major bones, muscles and joints of the human body.
- 8.2 Describe the basic movements of the body in relation to anatomy.
- 8.3 Understand the basic biomechanical principles and interrelationship between human anatomy structure and function.
- 8.4 Understand the basic biology and physiology of human soft tissues.
- 8.5 Understand how human anatomy and its evolutionary history relates to behaviour and common pathologies and injuries.

Method of Assessment

Lab practical assessment 1 25%

Lab practical exercises 20%

Lab practical assessment 2 25%

Online exam 30%

Reassessment method:

Like for like

Preliminary Reading

- Netter, F.H. (2006). Atlas of Human Anatomy, 7th ed. Philadelphia, PA: Saunders/Elsevier.
- Aiello, L. and Dean, C. (1990) An Introduction to Human Evolutionary Anatomy. Academic Press.
- Kerr A., Rowe P. (2009) An Introduction to Human Movement and Biomechanics. 7th Ed. Elsevier.
- White, T.D. and Folkens P.A. (2000) Human Osteology, 2nd Ed. Academic Press.
- Holowka, N.B., Lieberman, D.E. (2018) Rethinking the evolution of the human foot: insights from experimental research. *Journal of Experimental Biology* 221, DOI:10.1242/jeb.174425
- Vaianti, E., Scita, G., Ceccarelli, F., Pogliacconi, F. (2017) Understanding the human knee and its relationship to total knee replacement. *Acta Biomed* 88:6-16, DOI: 10.23750/abm.v88i2 - S.6507
- D'Agostino, P., Dourthe, B., Kerkhof, F., Stockmans, F., Vereecke, E.E. (2016) In vivo kinematics of the thumb during flexion and adduction motion: evidence for a screw-home mechanism. *Journal of Orthopaedic Research* 35(7):1556-1564, DOI 10.1002/jor.23421

Pre-requisites

None

Synopsis *

This module will provide students with a fundamental understanding of human anatomy and how we move our body. Students will learn about the basics of the skeleton, and then focus more heavily on the muscular anatomy and other soft tissues. Students will learn to describe the structure and function of major joints and muscles as well as the basic anatomical and biomechanical principles that allow the human body to move. Students will also learn about the evolutionary origins of human anatomy and how this relates to human behaviour and common injuries and pathologies. This module will cover anatomical structures and movement throughout the body, with a focus on the limbs and trunk. This knowledge will be gained through lectures, core reading of books and peer-reviewed articles, and practical lab and seminar sessions.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE630 Archaeological Fieldwork Training and Public Engagement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

Resting 2022-23

Optional to the following programmes:

- BSc Anthropology
- BSc Human Biology and Behaviour

Also available as an elective module

Contact Hours

Total contact hours 91 hours (10 x 7 hour days on-site, 3 x 7 hour days of skills training)

Private study hours 59

Total study hours 150

Department Checked

15.01.21

Method of Assessment

Site report and literature review 2,500 words 50%

Popular news report 1,500 words 30%

Leading public engagement 20%

Reassessment methods:

Like for like

Leading a public engagement event is not repeatable and so will be replaced with a detailed plan for a day of archaeological public engagement (1000 words)

Preliminary Reading

Kipfer, B.A. 2007. *The Archaeologists Fieldwork Companion*. Blackwell Publishing

Renfrew, C. and Bahn, P. 2015. *Archaeology: Theories, Methods and Practice*. Thames and Hudson

Pettitt, P. and White, M. 2012. *The British Palaeolithic: Human Societies at the Edge of the Pleistocene World*. Routledge, London

Erdman, K. 2019. *Public Engagement and Education: Developing and Fostering Stewardship for an Archaeological Future*. Berghahn, London

Pre-requisites

None

Synopsis *

Excavation-based fieldwork is a fundamental component of archaeological and biological anthropological research that allows us to understand the evolution and day-to-day behaviour of past humans. It also provides skill-sets relevant to multiple career paths in archaeological, anthropological, heritage and research sectors. This module will teach students how to undertake archaeological and anthropological excavations through hands-on experience at an active field site together with intensive training in appropriate techniques, including artefact identification and preservation, fossil and bone identification and preservation, excavation techniques and site recording, and public engagement through outreach activities. By the end of the module, individuals should have a detailed understanding of how to undertake modern archaeological and anthropological excavations, and a broad understanding of excavation techniques and analytical procedures relevant to multiple archaeological sub-disciplines (Palaeolithic archaeology, osteoarchaeology, zooarchaeology, among others). More widely, this module will prepare students to undertake work within commercial archaeology units, as part of archaeological and palaeontological research, and within artefact-based heritage work (e.g. museum curation).

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE631	Power and Money: Political and Economic Challenges of our Contemporary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Compulsory for BA Social Anthropology (including cognate programs)

BSc Anthropology (including cognate programs)

Contact Hours

Total contact hours 22

Total private study hours 128

Total module study hours 150

Department Checked

09.03.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Converse with the key disciplinary themes and trends of social anthropology, i.e. power and economy

8.2 Demonstrate a critical understanding of the historical development of those anthropological debates and theories

8.3 Demonstrate knowledge about the theoretical contributions of the anthropology of the key themes studied to the broader discipline of social anthropology

8.4 Evidence a critical understanding of the global and historical diversity of political and economic institutions

8.5 Apply anthropological insights to contemporary developments in relevant ways

Method of Assessment

Essay 2,500 words 50%

Examination 2 hrs 50%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment method:

Like for like

Preliminary Reading

Appadurai, A. ed. (1986) *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge University Press

Carrier, J. ed. (2013) *A Handbook of Economic Anthropology*. Edward Elgar

Carrier, J and D. Kalb, eds (2015) *Anthropologies of Class: Power, Practice and Inequality*. Cambridge University Press

Lewellen, T.C. 2003 (third edition). *Political Anthropology: An introduction*. Westport: Praeger. GN492

Hart, K, J.L. Laville, and A.D. Cattani eds. (2010) *The Human Economy*. Polity Press

Humphrey, C and S. Hugh-Jones, eds. (1992) *Barter, Exchange, and Value: An Anthropological Approach*. Cambridge University Press

Scott, J.C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press.

Synopsis *

The module is a cross-cultural analysis of economic and political institutions, and the ways in which they transform over time. Throughout the term, we draw upon a range of ethnographic research and social theory, to investigate the political and conceptual questions raised by the study of power and economy. The module engages with the development and key debates of political and economic anthropology, and explores how people experience, and acquire power over social and economic resources. Students are asked to develop perspectives on the course material that are theoretically informed and empirically grounded, and to apply them to the political and economic questions of everyday life.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE637 Middle East in Conflict: Anthropological Approaches						
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

Resting in 2022-23

Optional to : BSc: Anthropology (including cognate programmes)

Available as an elective module

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Be conversant in the main themes and trends of the anthropology of a specific ethnographic area;
- 8.2 Critically understand the ethnographic area in economic, political, and social depth, the cultural diversity of the region, and at regional, national and global levels;
- 8.3 Critically interpret the political development of those societies and cultures;
- 8.4 Apply anthropological insights to contemporary economic, political, religious and social developments in the area;
- 8.5 Understand the impact of study of the ethnographic area on the anthropological study of politics, nationalism, conflict and violence
- 8.6 Demonstrate knowledge of key theoretical contributions of the anthropology of the ethnographic area to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity.

Method of Assessment

Research Essay (3000 words) (60%)
Case Study Presentation (20%)
Short reflection Essay (1000 words) (20%)

Reassessment method

Like for Like.

Preliminary Reading

- Allen, Lori. 2010. *The Rise and Fall of Human Rights. Cynicism and Politics in Occupied Palestine*. Palo Alto: Stanford University Press.
- Biner, Zerrin Ozlem. 2019. *States of Dispossession: Violence and Precarious Coexistence in Southeast Turkey*. Philadelphia: University of Pennsylvania Press
- Deeb Lara and Jessica Winegar, 2016. *Anthropology's Politics: Disciplining the Middle East*. Palo Alto: Stanford University Press.
- Hafez, Sherine. 2019. *Women of the Midan. The Untold stories of Egypt's Revolutionaries*. Bloomington: Indiana University Press
- Randa Nucho, Joanne. 2016. *Everyday Sectarianism in Urban Lebanon: Infrastructure, Public Services, and Power*. Princeton: Princeton University Press.
- Ekmekcioglu, Lerna. 2016. *Recovering Armenia: The Limits of Belonging in Post-Genocide Turkey*. Palo Alto: Stanford University Press.

Pre-requisites

None

Synopsis *

This module aims to provide perspectives on the political anthropology of the Middle East with a particular focus on post-Ottoman and post-colonial territories such as Turkey, Syria, Iraq, Lebanon, Israel/Palestine, and Egypt. It uses anthropological tools to explore the effects of the dissolution of the Ottoman Empire, its legacy and other colonial regimes on the constitution of different nation-states in the region. Drawing on historical and anthropological studies about multiple sovereign actors as well different forms of citizenship, this module will introduce students to the diversity of identities, political struggles, memories of violence, traumas, and hopes in the politically volatile Middle East. Through lectures and seminars, students will explore critically anthropological works in dialogue with historians and political scientists on the following themes: nation-building, Islamist movements, secularism, minorities, sectarianism, ethnic conflicts, forced migration and displacement, authoritarian regimes, and resistance movements.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE752 Anthropology of Creativity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Resting in 2022-23

BSc Anthropology and associated programmes
BA Social Anthropology and associated programmes
Available as an elective module.

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 be conversant in the main themes and trends of the anthropological literature on creativity and creative expression (e.g. Western approaches to creativity and material culture; the ethnographic turn in contemporary art practice; the impact of new technologies on creative practice);

8.2 have acquired a selective critical understanding of the historical development of the anthropological literature on creativity and creative expression;

8.3 have cultivated an understanding of the historical depth and cultural diversity of creative practices, in both Western and non-Western societies, and how anthropologists have approached their study;

8.4 situate and analyse from an anthropological perspective the topics of creativity, creative expression and the arts in relation to relevant social, and historical contexts; and to develop awareness of the strengths and limitations of such an approach compared to other disciplinary perspectives on creativity and creative expression;

8.5 be knowledgeable about key theoretical contributions of anthropologists working on creativity, art and literature to the wider social sciences;

8.6 understand the impact of key works in the anthropology of creativity on modes of representation;

8.7 analyse and communicate their understanding of anthropological texts on creativity in written form;

8.8 construct coherent and logical arguments, which combine theoretical writings with the discussion of ethnographic data.

Method of Assessment

Essay (2500 words) (50%)

ONE OF:

Essay (2500 words) (50%) OR Creative Project (50%)

Reassessment: Like for like

Preliminary Reading

Archetti, E. (ed) 1993. *Exploring the Written: Anthropology and the Multiplicity of Writing*. Oslo: Scandinavian University Press.

Benson, P. 1993.(ed) *Anthropology and Literature*. Chicago: University of Illinois Press.

De Angelis, R. (ed) 2002. *Between Anthropology and Literature*. London: Routledge.

Gell, A. 1998. *Art and Agency: An Anthropological Theory*. Oxford: Clarendon Press.

Marcus, G. And F. Myers. (eds) 1996. *The Traffic in Culture: Refiguring Art and Anthropology*. Berkeley: University of California Press.

Narayan, K. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.

Schneider, A and C. Wright. 2013. *Anthropology and Art Practice*. London: Bloomsbury.

Schwab, G. 2012. *Imaginary Ethnographies: Literature, Culture, and Subjectivity*. New York: Columbia University Press.

Stewart, K. 2007. *Ordinary Affects*. Durham: Duke University Press.

Svasek, M. 2007. *Anthropology, Art and Cultural Production*. London: Pluto Press.

Synopsis *

This module critically surveys anthropological approaches to creativity and creative expression—selected from research on creativity itself, and on the anthropology of art and literature (both oral and written). We explore three fields of creative practice as they relate to contemporary anthropology. 1) We review classic approaches to the anthropology of art, in both non-Western and Western contexts, with reference to selected cultural and artistic traditions and artworks. We assess recent breakthroughs which challenge the borders between artistic and ethnographic discourse, exploring how the ethnographic encounter can be rethought via dialogue with contemporary artists. 2) We review the anthropology of literature, and assess both pioneering forms of literary expression in the work of anthropologists, and the output of anthropological practitioners of literary fiction and poetry. 3) We examine how anthropology itself can be conceptualised as the creative expression of an encounter with others, lived experience, and the unknown, and explore the implications for anthropological modes of representation (including public anthropology). Students have the option to develop a creative project during the module that builds on this training, and can submit both academic and practice-led creative anthropological research as their assessment.

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36 School of Economics

EC500		Microeconomics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	I	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	I	30 (15)	90% Exam, 10% Coursework	

Availability

This is a compulsory module for all students following both single and joint honours degree programmes in Economics. This is also a compulsory module for students following Accounting and Finance and Economics, Law and Economics, and Sociology and Economics, as well as their associated programmes. This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 58 hours
Private study hours: 242
Total study hours: 300

Learning Outcomes

By the end of the module, you will be able to

- * understand the fundamental theoretical foundations of microeconomics.
- * analyse the behaviour and interaction of economic agents in a market economy.
- * apply concepts, theories and methods used in the study of microeconomics to the analysis of consumer behaviour, firm behaviour and economic policies.
- * understand, analyse and evaluate decision making under uncertainty.
- * model microeconomic problems in a logical, rigorous and precise manner.

Method of Assessment

Main Assessment Methods:

- In Course Test 1, Autumn (90 minutes) (10%)
- Seminar Work and Participation (including problem sets), Autumn (5%)
- In Course Test 2, Spring (90 minutes) (10%)
- Seminar Work and Participation (including problem sets) Spring (5%)
- Examination, 3 hours (70%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment: 100% exam

Preliminary Reading

R Frank and E Cartwright, *Microeconomics and Behaviour* (2nd ed), McGraw-Hill, 2016
H Varian, *Intermediate Microeconomics, A Modern Approach* (9th ed), Norton, 2014
W Morgan, M Katz and S Rosen, *Microeconomics* (2nd ed), McGraw Hill, 2009

Pre-requisites

ECON3040 Principles of Economics
ECON3050/ECON3060 Mathematics for Economics Mode A or B
ECON3090 Statistics for Economics, or equivalent

Students must pass this module with a minimum mark threshold to take ECON5410 in Stage 3. See module catalogue entry for ECON5410 for more details.

Synopsis *

This module builds on the Stage 1 teaching of microeconomics to provide an intermediate course, which takes full account of the policy issues and controversies in the application and understanding of microeconomic issues. It introduces the fundamental theoretical foundations of microeconomics and provides examples of their application.

The module provides an analysis of the way in which the market system functions as a mechanism for coordinating the independent choices of individual economic agents. It addresses the behaviour and decision making of consumers and firms, and evaluates the efficiency and equity implications of competition and other market structures. The role of government in incentivising types of economic behaviour and addressing market failure is also explored.

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EC5007		Economic Debates				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

Only available on Economics BSc (Professional Economist) course

Contact Hours

Directed learning time 100 hours

Private study time 50 hours

Total study hours: 150

Department Checked

05.03.2021

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Identify and apply economic concepts, models and theory to the real world
- 8.2 Abstract the essential features of an economic issue, problem and system
- 8.3 Assimilate, understand and critically evaluate an economic issue in depth
- 8.4 Synthesise and critically compare different economic analyses of an economic issue
- 8.5 Construct coherent analytical and empirically based economic arguments by making reference to relevant theories and empirical evidence

Method of Assessment

800 word non-technical report on a Controversy 1 (20%)

800 word non-technical report on a Controversy 2 (20%)

One 2000 word technical report on a Controversy (60%)

Reassessment methods: If the overall module mark is a fail, reassessments in failed assessments are taken again in the following trimester, in order to achieve the overall pass mark of 40%.

Reassessment method: Like for like

Preliminary Reading

* M Blaug (2009), *Economic Theory in Retrospect*, 5th edition, CUP

* M Blaug (1992), *The Methodology of Economics or How Economists Explain*, CUP

The following journals will be used where relevant surveys of the literature for each topic are identifiable:

- * *Journal of Economic Literature*, American Economic Association
- * *Journal of Economic Perspectives*, American Economic Association
- * *Journal of Economic Surveys*, John Wiley and Sons
- * *Oxford Review of Economic Policy*, Oxford University Press
- * *Economic Policy*, Oxford University Press
- * *Fiscal Studies*, Institute for Fiscal Studies

Restrictions

Restriction: This module is only available on the Professional Economist Degree Apprenticeship course and must be taken in the order of modules defined on the course specification. Not available to short term credit students

Synopsis *

This module introduces students to the skills of economic reasoning and argument by exposing them to critical debates within the discipline. It is designed for students who have completed the Stages 1 and 2 microeconomic, macroeconomic and applied econometric modules.

The module draws on current and past controversies to give students a critical insight into theoretical and empirical differences of opinion and approach to economics in the real world. The curriculum provides an insight into the academic and professional development of the discipline, and provides opportunities to develop a range of highly transferable skills. It highlights the need to consider both the usefulness of economic analysis and empirical investigation alongside the limitations of economics and the need to consider the perspective of other non-economic methods of analysis and investigation. It also lays the foundations to many of the skills required for modules taught at Stage 3.

Four controversies will be covered each drawn from a range of topics and delivered by a number of teachers. Students must study two controversies in detail.

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EC5008 Modelling and Computation for Economists						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Project	

Availability

Compulsory to the following courses:

- BSc Economics with Data Science

Optional to the following courses:

- all single honours degree programmes in Economics

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Learning Outcomes

Subject specific learning outcomes.

On successfully completing the module you will be able to:

1. Apply numerical optimization methods to a range of economics and econometrics problems
2. Understand foundational methods in economic modelling and computational economics
3. Understand foundational methods in coding for economic analysis, standard methods for analysing large data sets
4. Formulate, solve and critically analyse problems in economics using a range of computational methods
5. Identify and develop understanding of programming languages commonly used in economics such as Python, R, and Julia
6. Develop and apply economic modelling skills for industry and policy analysis using industry platforms

Method of Assessment

Main Assessment Methods:

- Coding exercises, 4x 15% (60% total)
- Group project of 3000 words (30% total)
- Group project presentation (15 minutes) (10%)

Reassessment: 100% project

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages

(<https://kent.rl.talis.com/index.html>).

- Doing Economics (<https://www.core-econ.org/project/doing-economics/>)
- Quantecon (<https://quantecon.org/>) Quantitative Economics Undergraduate Course
- Quantitative Economics with Python (<https://python.quantecon.org/>)
- Quantitative Economics with Julia (<https://julia.quantecon.org/>)
- Additional documentation and readings based on specific topics and software to be published annually.

Pre-requisites

ECON3040 Principles of Economics

ECON3050 Mathematics for Economics Mode A or ECON3060 Mathematics for Economics Mode B

ECON3090 Statistics for Economics

COMP3200 Introduction to Object Oriented Programming

COMP3590 Programming for Artificial Intelligence (Python Programming)

Synopsis *

This module develops your ability to solve economics problems and to analyse economic data using computational techniques. It will teach you to apply numerical optimisation methods to a range of economics and econometrics problems, develop an understanding of numerical and computational methods through their practical applications, and develop an ability to assess the strengths and weaknesses of different methods for different applications. The module builds upon the Level 4 modules Introduction to Object Orientated Programming (CO320), and Programming for Artificial Intelligence (Python programming) (CO359) and will further develop students' understanding of programming languages commonly used in economic analysis, including at least one of Python, R and/or Julia.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC502 Macroeconomics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Whole Year	I	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	I	30 (15)	90% Exam, 10% Coursework	

Availability

This is a compulsory module for all students following both Single and Joint honours degree programmes in Economics. This is also a compulsory module for students following Accounting and Finance and Economics, Law and Economics, and Sociology and Economics and their associated programmes.

The module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 58 hours

Private study hours: 242

Total study hours: 300

Learning Outcomes

By the end of the module, you will be able to:

- * solve simple models of the macroeconomy.
- * abstract, analyse and interpret the essential features of macroeconomic models and their application.
- * demonstrate analytical skills and their application to contemporary macroeconomic issues.
- * engage critically with macroeconomic issues and macroeconomic policy formation.
- * understand the interrelationships between different macroeconomic policies.

Method of Assessment

Online Test 1 (10%)

Online Test 2 (10%)

Online Test 3 (10%)

Online Test 4 (10%)

Examination, (3 hours) (60%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

Burda and Wyplosz, *Macroeconomics* (5th or 6th ed.), OUP, 2009 or 2013

Chamberlin and Yueh, *Macroeconomics*, Thomson, 2006

Mishkin, *Macroeconomics*, Pearson, 2012

Jones, *Macroeconomics* (3rd ed.), Norton, 2014

Mankiw, *Macroeconomics* (8th ed.), Macmillan, 2013

Pre-requisites

ECON3040 Principles of Economics (or equivalent)

ECON3050 or ECON3060 Mathematics for Economics Mode A or B

ECON3090 Statistics for Economics (or equivalent)

Students must pass this module with a minimum mark threshold to take ECON5410 in Stage 3. See module catalogue entry for ECON5410 for more details.

Synopsis */span>

This module builds on the Stage 1 teaching of macroeconomics to provide an intermediate course, which takes full account of the policy issues and controversies in the world macroeconomy.

Autumn Term considers the basic methodology of macroeconomic models and examines how macroeconomic theories of aggregate demand and aggregate supply are derived. It is important to be aware that there are many theories of aggregate demand and supply and that consideration of these theories involves studying the markets on which they are based. The Autumn Term develops and extends use of the IS-LM model to derive a theory of aggregate demand in both open and closed economies. It also scrutinises the labour market to derive a theory of aggregate supply and study the relationship between inflation and unemployment.

Spring term starts with studying the long-run, that is, what determines the standard of living of countries in the long term, as opposed to short-run economic fluctuations. It then considers microeconomic fundamentals of macroeconomics to understand in-depth the determinants of consumption, investment, and labour supply decisions. These considerations and the ideas developed in the autumn term are then used to extensively examine macroeconomic demand management policies (fiscal and monetary) and their shortcomings. Finally, we consider the role of the financial system in the macroeconomy and the causes behind some financial crises. Particular focus is given to the 2008/09 global financial crisis.

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EC531		Policy Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

This module is optional on all single and joint honours degree programmes in Economics.
This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 25 hours
Private study hours: 125
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

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

- Understand the role of government intervention in modern economies including its motivation, targeting and consequences
- Understand the concepts and frameworks used by economists to appraise policy
- Identify and understand the issues confronted in policy design
- Critically analyse economic policy debates conducted in the media and by politicians
- Conduct evaluations of actual economic policies

Method of Assessment

Reflective Summary (800 words) (25%)
Moodle Quiz (30 minutes) (25%)
Extended Essay (3000 words) (50%)

Reassessment Instrument: 100% coursework

Preliminary Reading

N Barr (2012), *The Economics of the Welfare State*, 5th edition, Oxford University Press
S Connolly and A Munro (1999), *Economics of the Public Sector*, Prentice Hall
Periodicals frequently used are *Oxford Review of Economic Policy* and *Fiscal Studies*.

Additional reading takes the form of Government publications and those of independent research centres such as IFS, NIESR, Joseph Rowntree etc.

Pre-requisites

ECON3040 (EC304) Principles of Economics (or equivalent)
ECON3050 (EC305)/ECON3060 (EC306) Mathematics Mode A or B
ECON3090 (EC309) Statistics for Economics (or equivalent)

Synopsis *

This module applies economic theory and statistical methods to the understanding and critical assessment of economic policy. It focuses on the policy application of economic concepts and provides an introduction to material that may be studied in greater depth at Stage 3. A key aspect of this module is the relationship to contemporary policy issues.

The module introduces students to a variety of microeconomic policy issues. Alongside formal lectures, workshops and seminars are designed to develop academic research skills and the ability to communicate ideas both verbally and in writing. This focus provides opportunities to develop a range of highly transferable skills and to develop as autonomous learners.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC532 Environmental Economics, Institutions and Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

20 lectures, 10 seminars

Department Checked

HS 13.12.16

Learning Outcomes

By the end of this module you should

- understand the main economic principles that underpin environmental economics
- be able to understand and to evaluate environmental policy instruments using economics
- be able to produce, interpret and explain values placed on the environment by economists
- understand the meaning of sustainable development from an economic perspective.

Method of Assessment

20% coursework, consisting of one in-course test (10%) and one 1,500 word essay (10%); 80% written examination

Preliminary Reading

No specific textbook is recommended but good environmental texts include:

N Hanley, J F Shogren and B White, Introduction to Environmental Economics (2nd ed), Oxford University Press, 2013
T Tietenberg and L Lewis, Environmental and Natural Resource Economics (8th ed), Pearson International Edition, 2009
C D Kolstad, Intermediate Environmental Economics (2nd ed), Oxford University Press, 2011

Pre-requisites

EC304 Principles of Economics; EC305/EC306 Mathematics Mode A or B; EC309 Statistics for Economics

Synopsis *

This module introduces you to environmental economics and economics generally. A key objective of the module is to help you develop an ability to apply economic thinking to environmental problems. The module considers various aspects of environmental economics including why pollution occurs and how policy can be designed and implemented to deal with it, how to place economic value on the environment and how to understand sustainable development in microeconomic terms.

The module is divided into three parts. In Part A we examine the relationship between the economy and the environment. In Part B we consider how environmental policy can be designed, implemented and evaluated in relation to environmental pollution. In Part C we examine issues of environmental valuation, which is a rapidly growing area of research in environmental economics. The emphasis in all parts of the course is to understand the links between theory and practice.

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EC534		The Economics of Money and Banking				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional for all Single and Joint honours degree programmes in Economics.

This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 29 hours

Private study hours: 121

Total study hours: 150

Learning Outcomes

By the end of the module, you will be able to:

- * demonstrate knowledge and understanding of the appearance of money.
- * understand the appearance and role of commercial banks as financial intermediaries.
- * analyse the functions of money, commercial banks and the central bank.
- * understand the relationship between the central bank and commercial banks.
- * apply analytical and mathematical skills to analyse financial issues.
- * analyse rate of return differences across different financial assets.

Method of Assessment

Essay (1250 words) (20%)

Examination, 2 hours (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

- Champ, B., S. Freeman, and J. Haslag. (2011). *Modelling Monetary Economics*, Cambridge University Press: Cambridge.
- Greenbaum, S. I., A. V. Thakor, A. W. A. Boot. *Contemporary Financial Intermediation*, 3rd edition, 2015, Elsevier.
- Williamson, S. D. (2014). *Macroeconomics*, 5th international edition, Pearson.

Pre-requisites

- ECON3040 Economics Principles of Economics (or equivalent)
- ECON3050 /ECON3060 Mathematics Mode A or B
- ECON3090 Statistics for Economics (or equivalent)

Synopsis *

The module provides a starting point for understanding financial markets. It attempts to link models of money, banking and finance into one generic, or foundation, view and provides insight into what determines the set of equilibrium prices required to provide an appropriate level of savings in an economy to finance the expected level of expected activity. It considers how financial and economic innovations have evolved over time, and explores why and how it seems to be that when finance fails, so does the modern market economy.

Important considerations within the module include:

- How can we analyse the appearance of money in an economy?
- What is the link between money and finance?
- What explains bank runs?
- Can we explain the occurrence of financial crises?

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC536 Preparing for an Economics Placement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	4 (2)	Pass/Fail Only	

Availability

This is an elective module for all Single Honours Economics Programmes Joint Honours Programmes with a pathway option for a Year in Industry (Stage s)

The module is NOT available to students across other degree programmes in the University

Contact Hours

Total contact hours: 10

Private study hours: 30

Total study hours: 40

Department Checked

28.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Demonstrate critical knowledge of how to prepare and apply for a placement
- 8.2. Identify and understand alternative recruitment strategies employed by business
- 8.3. Understand and demonstrate CV and letter writing skills
- 8.4. Demonstrate knowledge and practice of competency tests and team based recruitment exercises
- 8.5. Demonstrate understanding and practice of interview techniques

Method of Assessment

The module is non-contributory and assessment does not 'count' towards the formal 360 credit diet (270 credits for classification purposes) of the Year in Industry programmes.

Preliminary Reading

- S. Cottrell (2010), Skills for Success, Palgrave Macmillan.
- F. Trought (2011), Brilliant Employability Skills, Pearson.
- J. Van Emden & L. Becker (2010), Presentation Skills for Students, Palgrave Macmillan

Pre-requisites

ECON5000 (EC500) and ECON5020 (EC502) are co-requisite modules

Restrictions

Only available to students with a year in industry.

Synopsis >*

This module is compulsory for all students in the School of Economics planning to take a year in industry placement. The first part of the module consists of workshops, which include a talk on the placements and how to improve your CV and cover letters, followed by practical sessions with one-to-one guidance. There is a session on competency tests, and one interview techniques that includes mock interviews, and finally a question and answer session on getting a placement. For the rest of autumn and spring term students on this module are able to take advantage of a two-hour drop-in session each week, for one-to-one advice on their placement search.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC537		Economics Year Abroad				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	120 (60)	Pass/Fail Only	

Contact Hours

Learning and teaching methods will vary depending on the partner institution and the modules chosen. Inclusive of independent study, this module will require a total of 1,200 hours of study. The different learning and teaching methods will collectively enable students to achieve learning outcomes stated.

Learning Outcomes

On successful completion of the module, students will have:

- acquired the ability to study Economics in a different higher education environment
- enhanced their understanding of economics within an international context
- developed the ability to study Economics in a different language [only relevant for the BSc European Economics (French, German, Spanish) programmes]
- enhanced their command of the target language in a native-speaker setting [only relevant for the BSc European Economics (French, German, Spanish) programmes]

Method of Assessment

The module is assessed on a pass/fail basis. In order to pass the module, students will have to take the equivalent of 120 Kent Credits at the partner institution and successfully pass the year as documented by the transcript issued by the partner institution.

Preliminary Reading

Required and recommended reading will be set by the partner institution according to the modules chosen.

Restrictions

Students on the BSc European Economics (French, German, Spanish) Programmes are required to pass the relevant Stage 2 language module(s) as detailed in the programme specifications in order to progress to Stage A of their chosen programme.

Synopsis *

Students take modules equivalent to 120 Kent Credits from across a range of economics, mathematics, and social science subject areas. The curriculum will vary depending on the partner institution and the modules chosen.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC538 Economic Controversies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Project, 40% Coursework	

Availability

This module is an elective for all Single and Joint honours programmes in Economics.
This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 10 hours
Private study hours: 140
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Identify and apply economic concepts, models and theory to the real world
- 8.2. Abstract the essential features of an economic issue, problem and system
- 8.3. Assimilate, understand and critically evaluate an economic issue in depth
- 8.4. Synthesise and critically compare different economic analyses of an economic issue
- 8.5. Demonstrate the analytical skills required to formulate and consider a range of economic problems and issues
- 8.6. Construct coherent economic arguments by making reference to relevant theories and empirical evidence

Method of Assessment

Non-Technical Summary 1 (1000 words) (20%)
Non-Technical Summary 2 (1000 words) (20%)
Extended Essay (4000 words) (60%)

Reassessment method: Like for like

Preliminary Reading

- * M Blaug (2009), *Economic Theory in Retrospect*, 5th edition, CUP
- * M Blaug (1992), *The Methodology of Economics or How Economists Explain*, CUP

The following journals will be used where relevant surveys of the literature for each topic are identifiable:

- * Journal of Economic Literature, American Economic Association
- * Journal of Economic Perspectives, American Economic Association
- * Journal of Economic Surveys, John Wiley and Sons
- * Oxford Review of Economic Policy, Oxford University Press
- * Economic Policy, Oxford University Press
- * Fiscal Studies, Institute for Fiscal Studies

Other journal articles, book chapters and research publications (NIESR, IPPR, IEA, pamphlets) are included in the assigned readings and/or referenced in plenary lectures.

Pre-requisites

ECON3040 (EC304) Principles of Economics
ECON3050(EC305)/ECON3060 (EC306) Mathematics for Economics Mode A or B
ECON3090 (EC309) Statistics for Economics

Synopsis *

This module introduces students to the skills of economic reasoning and argument by exposing them to critical debates within the discipline. It is designed for students who have completed Stage 1 Economics.

The module draws on current and past controversies to give students a critical insight into theoretical and empirical differences of opinion and approach to economics in the real world. The curriculum provides an insight into the academic and professional development of the discipline, and provides opportunities to develop a range of highly transferable skills. It also lays the foundations to many of the skills required for modules taught at Stage 3.

Four controversies will be covered each drawn from a range of topics pertinent to the discipline and relevant sub-disciplines. Students must study two controversies.

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EC540		Development Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	65% Exam, 35% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional for all Single and Joint Honours degree programmes in Economics.

This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 26 hours

Private study hours: 124

Total study hours: 150

Department Checked

08.09.22

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Demonstrate knowledge and understanding of issues related to the divisions in the world economy between rich and poor countries
- 8.2. Demonstrate critical understanding of the prominent hypotheses regarding how these divisions arose and what forces perpetuate them
- 8.3. Understand and evaluate how factors such as agriculture, industry, investment performance, population growth, domestic finance, international finance and trade may explain the economic performance of countries
- 8.4. Understand how to use economic models to think about problems in development
- 8.5. Analyse and interpret economic data to test economic theories and guide economic policies
- 8.6. Critically assess development-related policy debates in the media and between politicians

Method of Assessment

Problem sets (10%)

Moodle quiz (25%)

Examination, 2 hours (65%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

Core text

- A P Thirlwall, Economics and Development: Theory and Evidence (9th ed), Macmillan, 2011
- Miscellaneous academic journal articles

Recommended texts

- R Day, Development Economics, 1998
- A V Bannerjee, R Benabou, D Mookherjee, Understanding Poverty, 2006

Pre-requisites

ECON5000 Microeconomics

ECON5020 Macroeconomics

Synopsis *

Development Economics is a sub-field of economics that focuses on the unique problems of poor countries. In the course we will use economic analysis to understand the structure of poor economies and the behaviour of individuals within them. The goal is to better understand why the world looks the way that it does so that one can make more informed opinions and decisions about policies meant to improve global welfare. The topics considered in the module will include:

- The development gap in the world economy and the measurement of poverty
- Characteristics of underdevelopment and structural change
- Models of the growth and development process
- The role of agriculture and surplus labour in the development process
- Industrialisation
- Dualism and vicious circles of poverty
- Trade and Development

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC541 Economics Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	60% Project, 40% Coursework	

Availability

For Single Honours degree programmes in Economics, either this module or ECON5650 (EC565) are compulsory. This module is not available to students registered for degrees in other subjects but may be available to Joint Honours degree programmes in Economics with permission from the Stage Director.

Contact Hours

Total contact hours: 32 hours

Private study hours: 268

Total study hours: 300

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Frame, motivate and analyse a research question
- 8.2. Decide on appropriate techniques and investigation strategies to answer a research question
- 8.3. Search, analyse, understand and critically review a large body of literature
- 8.4. Adapt and learn from set-backs in the research process
- 8.5. Demonstrate a contribution towards an understanding of the topic of investigation
- 8.6. Demonstrate a critical and in-depth knowledge of one particular area of economics
- 8.7. Demonstrate research skills such as data management/analysis, programming, running laboratory based experiments.

Method of Assessment

Topic Form and Research Meeting (5%)

Research Outline and Draft Chapter (2000 to 2500 words) (15%)

Presentation (20%)

Project (10,000 words) (60%)

Reassessment Instrument: 100% coursework

Preliminary Reading

Patrick Dunleavy, Studying for a Degree in the Humanities and Social Sciences, Chapter 5

Sue Drew and Rose Bingham, Student Skills, Gower, 1996, Chapters 7 and 8

Students will be directed to specific readings by their dissertation supervisor and other academic staff.

Pre-requisites

ECON5000 (EC500) Microeconomics

ECON5020 (EC502) Macroeconomics,

ECON5800 (EC580) Introduction to Econometrics

ECON5810 (EC581) Introduction to Time Series Econometrics

Restrictions

60% threshold in ECON5000 (EC500) and ECON5020 (EC502), average of 60% required across ECON5800 (EC580) and ECON5810 (EC581)

ECON5650 (EC565) cannot be taken with this module.

Please note that your registration into this module is subject to your fulfilment of the prerequisite marks. Should you find out, when results are made public, that you do not meet the prerequisite you must contact hssugandpgt@kent.ac.uk so as to get priority registration into your alternative module choice.

Synopsis *

This dissertation is a 30 Credit module based on self-directed study, which allows students to develop a complete piece of work within the general field of economics, from an initial idea through to a final written report. Learning is largely independent and self-directed, but is supported by lectures at the beginning of the course, structured supervision from a dissertation supervisor and weekly computing sessions to help in accessing, coding, analysing and interpreting data.

EC542 Econometrics I: An Introduction to Modern Econometrics using Stata						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

2	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework
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2	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework
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Availability

This module is compulsory for BSc Economics with Econometrics and BSc Financial Economics with Econometrics

This module is optional for all other Single and Joint Honours degree programmes in Economics.

This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 31 hours

Private study hours: 119

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module you will be able to:

1. Understand and abstract the cross-section and panel properties of (micro) economic data
2. Synthesise and critically compare different (micro)econometric analyses of an economic issue
3. Demonstrate analytical skills that can be used to formulate and consider a range of econometric problems and issues
4. Practise the use of econometric concepts in relation to cross-section and panel data analyses.
5. Demonstrate critical understanding of statistical, graphical and numerical data analyses
6. Collate, examine and interpret cross-section and panel data in the context of economic theory and policy

Method of Assessment

Main Assessment Methods:

Temporary Assessment Methods 2022/23

Problem Sets (10%)

Online Test 1 (7%)

Online Test 2 (13%)

Examination, 2 hours (70%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

C F Baum, Introduction to Modern Econometrics Using STATA, STATA Press, 2006

J M Wooldridge, Introductory Econometrics – A Modern Approach (5th ed), South-Western, 2013 (International Student Edition)

Kennedy, P., 2008, A Guide to Econometrics, 6th edition, Blackwell.

Pre-requisites

ECON5000 Microeconomics

ECON5020 Macroeconomics

ECON5800 Introduction to Econometrics (65% threshold)

ECON5810 Introduction to Time Series Econometrics (65% threshold)

Restrictions

65% threshold in each module: ECON5800 Introduction to Econometrics and ECON5810 Introduction to Time Series Econometrics

Please note that your registration into this module is subject to your fulfilment of the prerequisite marks. Should you find out, when results are made public, that you do not meet the prerequisite you must contact hssugandpgt@kent.ac.uk so as to get priority registration into your alternative module choice.

Synopsis >

This module introduces students to applied econometrics using a general-purpose statistical software package (e.g., Stata or R), which is suitable for those intending to undertake postgraduate training in economics and/or becoming professional economists.

The module assumes a basic knowledge of statistics and quantitative methods and is designed for students who have followed Stage 1 modules in mathematics and statistics and who have taken relevant Stage 2 modules in econometrics.

What distinguishes this module is the adoption of the modern learning-by-doing approach to teaching econometrics, which emphasises the application of econometrics to real world problems. The focus is on understanding the theoretical aspects that are critical in applied work and the ability to correctly interpret empirical results.

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EC543 Econometrics 2: Topics in Time Series						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Exam, 30% Project, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 30% Project, 10% Coursework	
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 20% Project, 10% Coursework	

Availability

This module is compulsory for Single Honours Economics with Econometrics and Financial Economics with Econometrics. This module is optional for all other Single and Joint Honours degree programmes in Economics. This module is available to well-qualified students from other divisions.

Contact Hours

Total contact hours: 30 hours
Private study hours: 120
Total study hours: 150

Department Checked

20.08.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Understand and abstract the time-series properties of economic data
- 8.2. Synthesise and critically compare different econometric analyses of an economic issue
- 8.3. Demonstrate analytical skills that can be used to formulate and consider a range of econometric problems and issues
- 8.4. Practise the use of econometric concepts especially in relation to time series analysis.
- 8.5. Demonstrate critical understanding of statistical, graphical and numerical data analyses
- 8.6. Collate, examine and interpret time-series data in the context of economic theory and policy

Method of Assessment

Main assessment methods

Temporary Assessment Method for 2022/23

Applied Computer Exercise (10%)
Group Project (10 pages) 20%
Examination, 2 hours (70%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

Time series econometrics is an expansive area of econometric theory and application. Most modern introductory texts provide an introduction to the issues discussed in the module:

- * Green, W.H. (2003). *Econometric Analysis*. 5th edition, Englewood Cliffs, NJ: Prentice
- * Johnston, J. and J. DiNardo (1997). *Econometric Methods*. 4th edition, New York: McGraw.
- * Wooldridge J.M. (2016). *Introductory Econometrics*. 6th edition, Cengage.

Advanced textbooks on time-series econometrics include:

- * Enders, W. (2014), *Applied Economics Time Series*. 4th edition. New York: Wiley.
- * Franses, P.H., vanDijk, D., and A. Opschoor (2014), *Time Series Models for Business and Economic Forecasting*. 2nd edition. Cambridge: Cambridge University Press.
- * Hamilton, J.D. (1994). *Time Series Analysis*. Princeton: Princeton University Press.
- * Hendry, D.F. (1995). *Dynamic Econometrics*. Oxford: Oxford University Press.
- * Lütkepohl H. (2006). *Introduction to Multiple Time Series Analysis*. New York: Springer.

Additional readings will be given for the selected topics in the module outline.

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Pre-requisites

ECON5000 Microeconomics

ECON5020 Macroeconomics

ECON5800 Introduction to Econometrics

ECON5810 Introduction to Time Series Econometrics

Restrictions

65% threshold in each of ECON5800 Introduction to Econometrics and ECON5810 Introduction to Time Series Econometrics

Please note that your registration into this module is subject to your fulfilment of the prerequisite marks. Should you find out, when results are made public, that you do not meet the prerequisite you must contact hssugandpgt@kent.ac.uk so as to get priority registration into your alternative module choice.

Synopsis **Synopsis**

This module presents a systematic and operational approach to the econometric modelling of economic time series, which gives an understanding of the techniques in practical, appropriate, analytical and rigorous manner. Econometric analysis is a core skill in modern economics.

The module gives an introduction to univariate time series analysis, dynamic econometric modelling and multiple time series, linking theory to empirical studies of the macroeconomy.

All topics are illustrated with a range of theoretical and applied exercises, which will be discussed in seminars and computer classes. As such, the module emphasises the development of practical skills in the use of software for empirical research, and introduces you to the research methods used by macroeconomists in academia, government departments, think tanks and financial institutions. It also helps you to prepare for the quantitative requirements of a master programme in economics.

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EC544		Economic Integration in the EU				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is an elective for all Single and Joint Honours degree programmes in Economics. This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 16 hours

Private study hours: 134

Total study hours: 150

Department Checked

15.02.21

Learning Outcomes

On completion of the module, you will be able to:

- * demonstrate critical knowledge and understanding of the underlying theory of economic integration and its regional aspects in Europe.
- * demonstrate critical knowledge and understanding of customs union theories, single market imperfect competition, new trade theories, optimal currency area in the context of the EU.
- * demonstrate critical knowledge of EU trends in trade, migration, competition and Eurozone performance.
- * critically review the role of decision-making and policy (including EU treaties) in increasing integration in the EU.
- * critically assess the scope for further expansion of the EU and of increasing/decreasing integration between existing members.

Method of Assessment

Essay (1500 words) (20%)

Examination, 2 hours (80%)

Reassessment Instrument: 100% exam

Preliminary Reading

R. Baldwin and C. Wyplosz, *The Economics of European Integration*, 5th ed., McGraw Hill, 2015

J. Pelkmans, *European Integration: Methods and Economic Analysis*, 3rd ed. Prentice Hall

P. Robson, *The Economics of International Integration*, 4th ed, Routledge, 1998

M.Artis, F Nixson (ed), *The Economics of the European Union*, 3rd ed. Oxford, 2001

Pre-requisites

ECON5000 (EC500) Microeconomics (or equivalent)

ECON5020 (EC502) Macroeconomics (or equivalent)

Synopsis *

The module provides insight into the basic theories underlying customs union and economic and monetary union, and of the rationale for, and strengths and weaknesses of, policy intervention at the EU level. It introduces the economic rationale for the existence of the EU, the working of some of its main policy areas, and a critique and assessment of developments to date

The emphasis throughout is on the development of appropriate economic theories and their application in the specific context of the regional integration in Europe. The nature of economic integration is such that the module involves a broad coverage of both microeconomics and macroeconomics, often involving applied issues and analysis going beyond that covered in more theory focussed modules.

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EC545		Economics of the Labour Market				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
3	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is an optional module for all Single and Joint Honours degree programmes in Economics. This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 17
Private study hours: 133
Total study hours: 150

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of labour market outcomes and their relevance to policy debates
- 8.2 Critically evaluate the role and contribution of labour market institutions
- 8.3 Understand how economic data can be used to address policy relevant questions and the problems that arise in this consideration
- 8.4 Demonstrate knowledge and critical understanding of recent debates in labour economics
- 8.5 Demonstrate understanding of why and how economists differ in their analyses of labour markets

Method of Assessment

Presentation 10%
Essay 1,200 words 10%
Examination 2 hours 80%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment methods

Reassessment Instrument: 100% exam

Preliminary Reading

Tito Boeri & Jan van Ours (2008), *The Economics of Imperfect Labor Markets*, Princeton University Press.

G. Borjas (2020), *Labor Economics*, McGraw Hill.

S. Polachek and W. Siebert (1993), *The Economics of Earnings*, Cambridge University Press

D. Sapsford and Z. Tzannatos (1993), *The Economics of the Labour Market*, MacMillan.

Pre-requisites

ECON5000 Microeconomics

ECON5020 Macroeconomics

Synopsis *

The module offered by the School of Economics in the Autumn Term to final year students who have completed at least Stage II level or equivalent modules in macroeconomics and microeconomics.

The market for labour is the crucial mechanism that determines the distribution of income, work and opportunities. Macro factors such as globalisation, (im)migration, technological change and government policy will affect and be affected by the structure of labour markets. Rather than trying to cover the entirety of this very broad subject, the aim of this course is to focus on a few areas of topical interest and importance. We will examine the issues like the following:

1. The relationship between unemployment and wages
2. The impact of immigration on the resources of the lower skilled
3. The differences in pay and opportunities between men and women
4. Government policy towards skills and education
5. Executive pay

Throughout we attempt to integrate theoretical issues, empirical evidence and questions of policy, drawing on research covering a range of OECD countries.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC546 Games for Economics and Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional for all Single and Joint Honours degree programmes in Economics.
This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 16 hours
Private study hours: 134
Total study hours: 150

Department Checked

20.08.21

Learning Outcomes

By the end of the module, you will be able to:

- * understand the different types of games and their uses in strategic thinking.
- * set up and solve games that arise in business and economics.
- * critically assess the importance of information in games and how this changes behaviours.
- * demonstrate critical knowledge and understanding of cooperative and non-cooperative games and their application to models of completion.
- * critically apply analytical skills to economic problems and issues.

Method of Assessment

Main Assessment Methods:

Temporary Assessment Method for 2022/23

- Online Test 1 (10%)
- Online Test 2 (10%)
- Examination, 2 hours (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment: 100% exam

Preliminary Reading

- * Dutta, P.K (1999), Strategies and Games: Theories and Practice, MIT Press.
- * Dixit, A., S. Skeath and D. Reiley (2015), Games of Strategy (4th ed), Wiley W Norton.
- * Gardner, R. (1995), Games for Business and Economics, Wiley.
- * Gibbons, R. (1992), A Primer in Game Theory, Pearson.
- * Bierman, H. and L. Fernandez (1995), Game Theory with Economic Applications, Addison-Wesley

Pre-requisites

ECON5000 Microeconomics

Synopsis *

The module provides an introduction to game theory and its use by economists as a professional tool for understanding and analysing economic decision making under uncertainty. The module introduces students to topical and important research areas of microeconomic analysis, and develops their skills in setting up and solving games that arise in business and economics.

EC547 Industrial Economics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Availability

This is an elective module for all Single and Joint Honours Degree Courses in Economics.
The module is NOT available to students across other degree courses in the University

Contact Hours

Total contact hours: 16 hours
Private study hours: 134
Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Explain how firms' decisions regarding price, advertising and R&D, etc. can be modelled and evaluate the impact of those decisions on the structure and performance of markets

Understand how firm behaviour affects economic welfare

Understand and apply concepts of game theory to the analysis of firm's strategic behaviour

Understand the growth of firms through vertical integration and merger activity

Identify and critically evaluate the implications of economic theory for the design, implementation and evaluation of industrial policies in the UK and other countries

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Reflect critically on the application of economic models to real-world problems

Address an economic problem using deductive and inductive reasoning

Retrieve, review and utilise information from a variety of sources

Communicate coherent economic arguments verbally and in writing

Plan work and study independently

Method of Assessment

Online Test (20%)
Extended Essay (4000 words) (80%)

Reassessment methods: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Church, J and R. Ware (2000), *Industrial Organization: A Strategic Approach*, McGraw-Hill.

Lipczynski, J., Wilson, J. and J. Goddard (2013), *Industrial Organisation: Competition, Strategy and Policy* (4th ed.), Prentice-Hall.

Martin, S. (2010), *Industrial Organization in Context*, Oxford University Press.

Richards, D., Norman, G. and L. Pepall (2008), *Industrial Organization: Contemporary Theory and Empirical Applications* (4th ed.), Blackwell Publishing.

Tirole, J. (1997), *The Theory of Industrial Organization* (9th ed.), MIT Press.

Pre-requisites

ECON5000 Microeconomics
ECON5020 Macroeconomics

Synopsis *

The module introduces students to the field of Industrial Economics and studies why and how firms and industries behave and interact with each other. Understanding firms' behaviour is relevant not only to the firms but also to the governments that design industrial policies in order to favour consumers without decreasing firms' efficiency.

The module is designed for students who have taken intermediate microeconomics and addresses issues that are present in everyday news: anti-competitive practices, the effect of market power on consumer welfare, incentives for product innovation, and the private and public effects of mergers.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC548		International Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional for all Single and Joint Honours degree programmes in Economics.
This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 17 hours
Private study hours: 133
Total study hours: 150

Department Checked

20.08.21

Learning Outcomes

By the end of the module you will be able to:

- * demonstrate knowledge and understanding of basic theoretical concepts such as exchange rates, interest rates and capital movements in an international setting.
- * synthesise and critically compare different economic analyses of issues relating to international finance and policy formation.
- * critically assess and examine the main debates on international money and finance problems arising in the media newspapers and specialised magazines.
- * understand the implications of capital flows for the international transmission of economic shocks.
- * identify, analyse and understand macroeconomic policy coordination within a global context.

Method of Assessment

Main Assessment Methods:

Temporary Assessment Method for 2022/23

- Online Test (20%)
- Examination (2 hours) (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment: 100% exam

Preliminary Reading

Copeland, L. (2008), Exchange Rates and International Finance (5th ed.), Prentice Hall.
Pilbeam, K. (2013), International Finance (4th ed., Palgrave Macmillan.
Feenstra, R.C. and A.M. Taylor (2008), International Economics, Worth Publishers.
Sarno, L. and Taylor, M (2002). The Economics of Exchange Rates, CUP.

Pre-requisites

ECON5000 Microeconomics
ECON5020 Macroeconomics

Synopsis *

The module introduces students to the theoretical underpinnings that constitute international finance and the nature and extent of monetary and financial relations between countries.

The module introduces basic concepts of international macroeconomics such as the balance of payments and exchange rates, and arbitrage conditions. It then proceeds to analyse the impact of opening up the economy on the alternative macroeconomic policies available. The main factors that determine exchange rates between currencies, and the power of different models are also considered. Finally, the module explores 'hot topics' in international finance including the benefits and drawbacks of fixed and floating exchange rates, the concept of a speculative attack, current account imbalances from an inter-temporal perspective, and how world macroeconomic imbalances drove the 2008/09 international financial crisis and recent sovereign debt crisis in Europe.

The module has both a theoretical and an applied emphasis in order to apply available theories into the real problems of the world economy. It does not analyse the detailed workings of international financial markets or questions related to firm financial management in international capital markets but students interested in these aspects can acquire basic foundations that are fundamental in understanding the context in which firms and governments work.

The topics covered in the module include:

1. Open economy macroeconomics and policy.
2. Exchange rates determination theory and empirics.
3. Microfounded models of the current account.
4. International financial flows.
5. International indebtedness.
6. International financial crises
7. International monetary arrangements.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC549		International Trade				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional for all Single and Joint Honours degree programmes in Economics.
This module is not available to students across degree programmes in the University.

Contact Hours

Total contact hours: 17 hours
Private study hours: 133
Total study hours: 150

Learning Outcomes

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

- * understand the traditional and modern theories that explain the existence of inter-industry and intra-industry trade.
- * demonstrate in-depth understanding of current issues and theoretical debates in international trade, together with their policy implications.
- * critically evaluate theoretical and empirical studies concerning international trade.
- * understand and evaluate the relevance of the different instruments of trade policy
- * critically review, assess and evaluate world trade negotiations.

Method of Assessment

Essay 1 (1250 words) (10%)
Essay 2 (1250 words) (10%)
Examination, 2 hours (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

Appleyard, D. R., Field, A. J. and Cobb, S. L. (2010), *International Economics*, (7th ed.), McGraw-Hill.

Krugman, P.R., and M. Obstfeld (2009), *International Economics, Theory and Policy*, (7th ed.), Addison-Wesley

Krugman, P.R., Obstfeld, M. and Melitz, M.J. (2012), *International Economics*, (9th ed.), Addison-Wesley

The World Trade Organization, <http://www.wto.org>

Pre-requisites

ECON5000 Microeconomics
ECON5020 Macroeconomics

Synopsis *

This module provides you with an in-depth understanding of current issues and theoretical debates in international trade, together with their policy implications. It also provides the knowledge and skills necessary for interpreting related studies of countries at different levels of development.

International trade is a key issue on the world agenda and has considerable effects on countries' economies. The effects occur at the micro level of firms and households as well as at the macro level, where they are the subjects of government policy debates. International Trade takes advantage of the tools of economic analysis, which are common to other areas in economics, to study the issues raised by the economic interaction between sovereign states.

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EC550		Monetary Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional on all Single and Joint Honours degree programmes in Economics.

This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 14

Private study hours: 136

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

Subject specific learning outcomes. By the end of the module, you will be able to:

- * understand, analyse and critically evaluate monetary and macroeconomic issues.
- * understand the issues involved in developing a modern, effective framework for conducting macroeconomic policy.
- * synthesise and critically compare different economic analyses of a macroeconomic issue.
- * distinguish between structural and reduced form modelling in macroeconomics.
- * demonstrate critical understanding of the role of assumptions in macro and monetary modelling.

Method of Assessment

Moodle Quiz, (45 minutes) (20%)

Examination, 2 hours (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

Bénassy, Jean-Pascal. (2011) *Macroeconomic Theory*. Oxford University Press.

Jones, C. (2015) *Macroeconomics (International Edition)*, Norton.

Mishkin, F. (2016), *The Economics of Money, Banking and Financial Markets (11th Global Edition)*, Pearson.

Pre-requisites

ECON5000 Microeconomics

ECON5020 Macroeconomics

Synopsis *

This module introduces you to monetary and macroeconomic issues from a theoretical perspective. The following topics are considered:

- Structural macro and monetary modelling
- Reduced form macro and monetary modelling
- Short-run analysis of the aggregate economy
- Long-run analysis of the aggregate economy
- Policy interventions

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC553		Public Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This is an optional module for all Single and Joint Honours Degree Programmes in Economics.

The module is NOT available to students across other degree programmes in the University

Contact Hours

Total contact hours: 16 hours

Private study hours: 134

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1. Critically evaluate the desirability and the consequences of governmental policies in terms of efficient resource allocation

8.2. Discuss critically key issues in public economics and the problems associated with collective decision making.

8.3 Demonstrate critical understanding of the theory of collective decision-making and its implications

8.4 Demonstrate awareness across a range of policy issues and relevant analytical tools

Method of Assessment

Essay (maximum 1500 words) (20%)

Examination, 2 hours (80%)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment Instrument: 100% exam

Preliminary Reading

- Barr, N. (2012), *The Economics of the Welfare State* (5th ed.), OUP.
- Cullis, J. and P. Jones (2009), *Public Finance and Public Choice* (3rd ed.), McGraw-Hill.
- Hindriks, J. and G. Myles (2013), *Intermediate Public Economics* (2nd ed.), MIT.
- Stiglitz, J. (2015), *Economics of the Public Sector* (4th ed.), Norton.
- Congdon, William J., Jeffrey R. Kling and Sendhil Mullainathan (2011). *Policy and Choice. Public finance through the lens of behavioral economics*. Brookings Institution Press, Washington D.C.

Pre-requisites

ECON5000 Microeconomics and ECON5020 Macroeconomics

Synopsis *

The module focuses on the role of the government in the economy. It uses the tools of microeconomics and empirical analysis to study the impact of government policies on individual behaviour and the distribution of resources in the economy.

The module explores the economic arguments for and against government intervention in the economy, also introducing insights from behavioural economics into the analysis and design of public policies.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC558		Industry Assessment				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	90 (45)	Pass/Fail Only	

Contact Hours

There will be a set of briefings about the placement process during Stage 2. These activities support the process of applying for placements and preparing for undertaking an assessed placement. Among the topics covered are: applying for placements, sources of placement information, employers' expectations, health and safety, keeping a log book of activities and learning, how to build a record of engagement, becoming an independent learner / reflective practitioner.

During the placement year, the placement co-ordinator, the Director of Placements their tutor or another member of staff will stay in touch with the student and the relevant employer to determine progress. The work done on the record of engagement will be discussed during the first month of the student's placement year.

Appropriate guides and sections of a module Moodle page (EC536) provide support for activities related to placements.

Those who have returned from placements will be encouraged (but not required) to pass on their knowledge and expertise to those on placements, those seeking placements, or those thinking of applying for placement degrees.

The total number of learning hours associated with this module is estimated to be 300.

Learning Outcomes

The module aims to:

- develop students' practical knowledge and understanding of successful business (A1-3)
- develop knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, using the placement context (A1-3, C1-3).
- develop ability to apply some of the intellectual skills specified for the main programme in practice (B3-5).
- develop ability to analyse and draw reasoned conclusions about economic problems and relatively complex situations working in an organisational setting (B1-4, C1-3).
- develop ability to apply some of the subject-specific skills specified for the required core in practice (B1-5, C1-5).

These learning outcomes map onto Stage S of the relevant programmes, where they are also linked to relevant subject benchmark statements. The placement year is the key component of "with a year in industry" for relevant specified programmes.

The report required for this module (see 16.) is looking for evidence of (some of) these outcomes, and of reflection by the student on them as an independent learner.

Method of Assessment

This module is assessed on a Pass/Fail basis as provided for in the Credit Framework (see Section 6.1)

In approaching the assessment of this module there is a recognition that the student is engaged in full time employment for the placement year. It is therefore appropriate to make good use of the materials that the student has been working on in assessing the placement experience itself.

The assessment of this module consists of two main elements:

- A set of monthly blog reports.
- Reports from the employer and from relevant staff.

Both elements must be passed. In the event of disagreement, the Director of Placements acting as the moderator, will consider what should be done, in conjunction if necessary with an appropriate external examiner from amongst those appointed to monitor Economics degrees.

The record of engagement must be submitted by the last working day of October in Stage 3. (Requests for concessions would be dealt with as on other modules.)

Preliminary Reading

The suggested textbooks are:

Brennan, J & Little, B (2002), A Review of Work Based Learning in Higher Education, Prentice Hall

Little, B (1998), Developing Key Skills Through Work Placement, Council for Industry & H E

Pre-requisites

Co-requisite EC 559

Synopsis *

The placement to which the module relates provides a structured opportunity to combine appropriate developmental work experience with academic study. The placement experience allows students to develop and reflect on managerial and / or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of their main programme. Where relevant, they develop, reinforce and apply professional and / or technical expertise in an employment context.

To be able to undertake this module it is necessary for the student to secure a placement during Stage 2 (see 15.). The placement should be appropriate to the student's degree and experience. The length of the placement should normally be at least 44 weeks. It must be completed between the end of Summer Term of Stage 2 and the start of Autumn Term in Stage 3.

The particular combination of the student's degree programme and choice of modules together with the great variety of increasingly diverse placement situations make the "curriculum" of each placement essentially unique.

This module documents and assesses the evidence of placement learning being achieved (see 16.)

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC559 Industry Final Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Project	

Availability

This module is compulsory for all students on degrees involving Economics to which the Programme Specification for Stage S of Economics degrees with a Year in Industry applies.

Contact Hours

There will be a set of briefings about the placement process during Stage 2. These activities are outlined in the module description for EC558 Industry Assessment. They support the process of applying for placements and preparing for undertaking an assessed placement.

During the placement year, the placement co-ordinator, the Director of Placements, their tutor or another member of staff will stay in touch with the student and the relevant employer to determine progress. These virtual meetings will include preliminary discussion on the report required for this module.

Appropriate guides and sections of a module Moodle page (EC536) provide support for activities related to placements. Those who have returned from placements will be encouraged (but not required) to pass on their knowledge and expertise to those on placements, those seeking placements, or those thinking of applying for placement degrees.

The total number of learning hours associated with this module is estimated to be 300.

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Demonstrate practical knowledge and understanding of successful business
- 8.2. Demonstrate knowledge and understanding of contemporary practice and issues, deepening and/or integrating subject knowledge with practice, within a placement or business start-up context
- 8.3. Apply some of the intellectual skills specified for the main programme in practice
- 8.4. Analyse and draw reasoned conclusions about economic problems and relatively complex situations working in an organisational setting
- 8.5. Apply some of the subject-specific skills specified for the required core in practice

Method of Assessment

100% coursework

Report (6000 words) (100%)

The record of engagement is built up over the year of the placement. The report for this project should include a summary of what has been done on the placement, some basic evidence or illustrations of work carried out or accomplishments in the role, evidence of the integration of theory and practice, academic study and work based experience, self-assessment by the student of the learning they have achieved, and how this will influence their final year of study and subsequent career. The report must be submitted by the last working day of October in Stage 3. (Requests for concessions would be dealt with as on other modules.)

Material submitted in connection with this report may not be directly used in subsequent work, though it may be cited in work that builds on it, for example in a final year project or other module.

Preliminary Reading

The suggested textbooks are:

Brennan, J & Little, B (2002), A Review of Work Based Learning in Higher Education, Prentice Hall
Little, B (1998), Developing Key Skills Through Work Placement, Council for Industry & H E

Pre-requisites

Co-requisite ECON5580 (EC558) Industry Assignment

Synopsis *

The Year in Industry to which the module relates provides a structured opportunity to combine appropriate developmental work experience or entrepreneurial activity with academic study. The Year in Industry experience allows students to develop and reflect on managerial and / or professional practice in real and often complex situations, and to integrate this with the study of the relevant subject(s) of their main programme. Where relevant, they develop, reinforce and apply professional and / or technical expertise in an employment or entrepreneurial context.

The ability to integrate this work-based learning with the modules of Stages 1, 2 and 3 is a high level cognitive task. The particular combination of the student's degree programme and choice of modules together with the great variety of increasingly diverse Year in Industry situations make the "curriculum" of the Year in Industry essentially unique. The unifying features, with which the project for this module is concerned are integration of theory and practice, and the development of the student as an independent learner and reflective practitioner.

This background is why the report for the module has to be linked to the Year in Industry record of engagement. The assembly, content and organisation of this activity are assessed in EC558 Industry Assessment. This module assesses how effectively the student can use this to demonstrate integration of theory and practice, self-assessment of achieved learning and reflection on this.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC562	Economics of Finance 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	100% Exam	
2	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

Availability

This module is compulsory for BSc Financial Economics and BSc Financial Economics with Econometrics. This module is optional for all other Single and Joint Honours degree programmes in Economics. This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 18 hours
Private study hours: 132
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

By the end of the module, you will be able to:

- * understand and critically evaluate the role of economic models in testing market efficiency hypotheses.
- * demonstrate knowledge and understanding of the two main approaches to asset pricing in finance and their relative strengths and weaknesses.
- * understand the link between the risk profile of an asset and the equilibrium expected return of that asset.
- * synthesise and critically compare different financial economic analyses of a financial issue.
- * solve analytical, numerical and computational problems relevant to the working of financial markets.
- * understand the motivation for trade in common types of financial contracts.

Method of Assessment

Problem Sets (15%)
Coding Exercise, (15%)
Examination, 2 hours (70%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

Bailey, R.E. (2005), *The Economics of Financial Markets*, Cambridge University Press.
Bernstein, P.I. (1996), *Against the Gods - the Remarkable Story of Risk*, John Wiley.
Campbell, Lo and MacKinlay (1997) *The Econometrics of Financial Markets*, 1st ed., Princeton University Press.
Fabozzi, Neave and Zhou (2012) *Financial Economics*, 1st ed., Wiley & Sons.
Hull, J.C. (2006), *Options, Futures, and Other Derivatives*, 6th ed., Prentice Hall.

Pre-requisites

ECON5000 Microeconomics
ECON5020 Macroeconomics

Synopsis *

This module provides an overview of the main instruments in financial markets, the motivation for trade in these assets and the pricing of these assets. Specifically, we show how the economics of uncertainty motivates trade in a wide range of financial assets. This helps us determine how the risk and maturity of different assets affects the demand for those assets.

First, the module introduces the key principles of asset pricing: discounting, diversification, arbitrage and hedging. Second, the module introduces and motivates the use of debt, equity and derivative instruments in financial markets. Third, the module applies the key principles of asset pricing to help understand the behaviour of prices across these asset classes. While different classes of assets expose their holders to different types of risks, the key principles of asset pricing are common to all asset classes. This concept is formalised by the Fundamental Theorem of Asset Pricing.

While focusing on financial applications, the module does speak more widely to methodological challenges encountered when testing economic theories against data. These challenges are particularly relevant in financial economics. While the literature has developed a range of innovative techniques to more effectively test competing theories against the data, the answers to a number of key questions remain contested.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC563		Financial Economics and Asset Pricing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Exam	
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is compulsory for the BSc Financial Economics with Econometrics degree programme.
This module is optional for all other Single and Joint Honours degree programmes in Economics.
This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 19 hours
Private study hours: 131
Total study hours: 150

Department Checked

20.08.21

Learning Outcomes

By the end of the module, you will be able to:

- * understand the basic concepts and issues in financial economics.
- * demonstrate critical understanding of decision making relevant to investment optimisation.
- * demonstrate knowledge and understanding of the principles of risk neutral asset pricing.
- * understand the principles underlying numerical computation of asset prices.
- * demonstrate analytical and numerical skills through analyses of asset pricing relevant to the working of financial markets.
- * solve analytical, numerical and computational asset pricing problems.

Method of Assessment

Main Assessment Methods:

Temporary Assessment Method for 2022/23

- Online Test 1 (10%)
- Online Test 2 (10%)
- Examination, 2 hours (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment: 100% exam

Pre-requisites

ECON5000 Microeconomics
ECON5020 Macroeconomics

Synopsis *

The module develops skills in asset pricing and an understanding of the theoretical basis of the theory behind it. The module requires knowledge of some mathematical techniques but stresses practical training in asset pricing with a focus on the intuitions and heuristics behind theorems and formulae, rather than their rigorous derivations and semantic definitions.

There are three key topics; (i) investors' optimisation, (ii) discrete time models and (iii) option Greeks and option strategies. For (i), the module first introduces the basic financial economics, and, based on it, we establish the basis of the risk-neutral probability. For (ii), the module discusses how to construct the tree model based on the historical price data, and shows that the model can be used to find the fair prices of a wide range of financial derivatives. For (iii), the module investigates the Black-Scholes-Merton (BSM) formula, and then how to use it to find the optimal hedge ratio for delta hedging. In this respect, the module also discusses how to use the return correlations to find the optimal hedge ratio.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC565 Extended Economics Essay						
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)	80% Project, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	

Availability

Either this module or EC541 - Economics Dissertation are compulsory for Single Honours degree programmes in Economics.

This module is optional for students registered on Joint Honours degree programmes in Economics.

This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 7 hours

Private study hours: 143

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

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

- * frame, motivate and analyse a research question
- * search, analyse, understand and critically review a large body of literature.
- * adapt and learn from set-backs in the research process.
- * think critically and apply your analytical skills to real world issues.
- * demonstrate a critical and in-depth knowledge of one particular area of economics.

Method of Assessment

Presentation (20%)

Extended Essay (5000 words) (80%)

Reassessment Instrument: Like for like

Preliminary Reading

B. Atkinson and S. Johns, Studying Economics, Palgrave, 2001

Other general books and advice on undergraduate extended essays are held by the library and Student learning Advisory Service. Additional readings will be given for the selected topics/questions. The information for individual topics will be accessed from the periodicals and books held in the economics section of the library and the Internet where appropriate. No additional books or journals will be required for the library.

Pre-requisites

ECON5000 (EC500) Microeconomics

ECON5020 (EC502) Macroeconomics

Restrictions

ECON5410 (EC541) cannot be taken with this module

Synopsis *

The module provides an alternative to students carrying out an economics research project in the dissertation module. Some students lack the necessary analytical, quantitative and research skills necessary for a piece of original research. This module will give such students the opportunity to investigate an area of economics in depth by critically reviewing the literature on a chosen subject.

Students will be given a set of questions with readings. They can also construct their own question so long as it is approved. Each student would write a different essay. Examples of questions are: what evidence exists on the success(es) of micro lending schemes? Can active labour market policies reduce long term unemployment? Can economists explain voting behaviour? Students are taught about what is required for an extended critical review of the literature and advised about what should be contained in an essay on their topic. They are also advised about how to present a poster session.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EC566		Macroeconomics for Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is an elective for the KBS programmes BBA Business Administration and BBA Business Administration with Business Analytics.

This module is not available to students registered on Single and Joint honours degree programmes in Economics.

This module is not available to students across other degree programmes in the University.

Contact Hours

20 lectures

9 seminars

Learning Outcomes

By the end of the module, you will be able to:

- * understand the basic principles of macroeconomics.
- * identify and understand the main ways in which macroeconomics can illuminate the economic conditions in which businesses have to operate.
- * understand the need for a stable macroeconomic environment and the impact this has on management decision-making in relation to investment, marketing, distribution, retailing, importing and exporting.
- * understand debates regarding the choice and role of economic policies in affecting macroeconomic outcomes.
- * understand the international economy and how globalisation impacts on trade and competition.

Method of Assessment

Essay (500 words) (20%)

Examination, 2 hours (80%)

Preliminary Reading

R Lipsey and A Chrystal, Economics (12th ed), Oxford University Press, 2012 and 13th ed, 2015

D King, Economics, Oxford University Press, 2012

W J Baumol and A S Blinder, Macroeconomics: Principles and Policy (12th ed), South-Western Cengage Learning, 2011

Pre-requisites

EC313 Microeconomics for Business

Restrictions

Not available to students on Economics degree programmes

Synopsis *

Macroeconomics for business offers the possibility of analysing economic activity in a national economy and its interrelationships. Emphasis is on understanding the important questions in determination of level of national output, aggregate spending and fiscal policy, money supply and financial crisis, determinants of economic growth and relevant economic policies. The module explains the role of economic policies in addressing economic problems such as unemployment and inflation. Theoretical concepts are illustrated from a range of UK economy and international applications.

EC568 World Economic and Financial History from the 19th Century						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

18 lectures, 2 seminars

Department Checked

HS 3.3.15

Learning Outcomes

By the end of the module you will:

- be able to understand the evolution of the transatlantic economy over a period of 200 years
- be able to identify major economic forces of initial 19th century globalisation, de-globalisation and subsequent re-globalisation
- understand the causes of financial crisis, economic depression and recovery
- understand the policy implications of recovery process from economic downturn
- be able to analyse the forces driving long-run economic growth, product and labour market integration, and the effects of international monetary arrangements on the evolution of the transatlantic economy
- be able to interpret data in the context of economic theory and policy
- be practised in developing logical and coherent verbal and written arguments.

Method of Assessment

20% coursework (one essay of 3,000 words), 80% end-of-year examination

Pre-requisites

EC502 Macroeconomics and EC511 Quantitative Economics

Synopsis

The aim of the module is to introduce you to the evolution of the world economy from the 19th century to the present. This period experienced rapid growth of trade, saw a massive migration from Europe to the Americas and the rise, fall and rise again of globalisation. A knowledge of the history of the world economy in this period allows us to understand today's world economy better; enlightens our understanding of world income inequality, trade patterns and sources of growth; and teaches us important policy lessons from past recessions and recoveries.

Topics covered on the module include growth and trends pre-1913 and the interwar years; the gold standard; commodity and labour market integration; the Great Depression; and recovery from the Great Depression.

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EC569		Economic Growth				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional for all Single and Joint Honours degree programmes in Economics.
This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 18 hours
Private study hours: 132
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- * understand and abstract the essential features of an economic issue, problem and system.
- * synthesise and critically compare theoretical and empirical analyses of economic growth.
- * manipulate theoretical models to analyse economic growth.
- * critically analyse and interpret economic data in the context of economic theory and policy.
- * demonstrate the analytical skills required to scrutinise economic growth and policy issues.

Method of Assessment

Problem Sets, (10%)
Essay, (2000 words) (10%)
Examination, 2 hours (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

D Weil, Economic Growth (3rd ed), Pearson, 2013
C Jones and D Vollrath, Introduction to Economic Growth, W W Norton & Co, 2013

The module will also draw on a range of high quality journal articles including those from American Economic Review, Journal of Political Economy and Quarterly Journal of Economics.

Pre-requisites

ECON5000 Microeconomics
ECON5020 Macroeconomics

Synopsis *

This module covers a variety of growth issues from both empirical and theoretical views. The first part of the course deals with basic concepts of economic growth, including how to measure growth and the core theories of economic growth. The second part deals with productivity; how to measure productivity and analyse different sources of productivity growth. The third part deals with economic fundamentals, including the relationship between government policies, income inequality, and growth.

The aim of the module is to teach the basic principles of economic growth in order to answer such questions as:

- what are the determinants of growth?
- how can we improve productivity?
- what kind of role does the government play on growth?
- why are there differences in the level of income among countries?

EC570 Microeconomics of Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional on all Single and Joint Honours degree programmes in Economics.
This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 16 hours
Private study hours: 134
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand how a variety of microeconomic concepts, such as market failure, and strategic decision-making, can be used to investigate causes of underdevelopment and guide development-related policies
- 8.2 Analyse various types of microeconomic data (e.g. household surveys, natural experiments and methods of programme evaluation) to test economic theories and guide economic policies
- 8.3 Critically assess different theories about the behaviour of poor individuals or households in developing countries using existing theories and evidence on individual decision-making
- 8.4 Critically discuss the effectiveness of various development-related policies – e.g. credit subsidies for poor households or conditional cash transfers – in the context of existing theories and evidence on individual decision-making;
- 8.5 Solve microeconomic models to explain phenomena related to underdevelopment

Method of Assessment

Assignment 1, (1000 words) (10%)
Assignment 2, (1000 words) (10%)
Examination, 2 hours (80%)

Reassessment Instrument: 100% exam

Preliminary Reading

- D Ray, Development Economics, Princeton University Press, 1998
- K Basu, K, Analytical Development Economics: The Less Developed Economy Revisited, MIT Press, 1997

A number of journal articles and book chapters will be included in the assigned readings and/or referenced in the lectures. In each instance, it will be ensured that students are able to obtain the readings freely using available electronic resources.

Pre-requisites

Prerequisites
ECON5000 (EC500) Microeconomics
ECON5020 (EC502) Macroeconomics
ECON5800 (EC580) Introduction to Econometrics

Co-requisite:

ECON5800 (EC580) Introduction to Econometrics

Synopsis *

This module introduces students to the study of economic development by focussing on the behaviour of individuals to understand the causes and nature of poverty. It utilises microeconomic theories to consider and understand phenomena related to underdevelopment. It also explores the collection and analysis of data at the individual level (as opposed to the regional or national level) and the use of lab and field experiments to better understand individual behaviour. Particular focus is given to the evaluation of economic decision making and outcomes by considering individuals' opportunities, constraints, and choices.

The module introduces students to the variety of microeconomic tools that contribute to a better understanding of the process of economic development. Some of these methods are now widely used by international development agencies – such the World Bank and FCDO – as well as academic researchers to critically assess development strategies and to evaluate programmes aimed at improving the economic well-being of the poor in developing countries.

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EC571	Agricultural, Food and Natural Resource				Economics	
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional on all Single and Joint Honours degree programmes in economics.

This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 29 hours

Private study hours: 121

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

By the end of the module, you will be able to:

- * understand how a variety of microeconomic concepts, such as profit maximisation, asymmetric information, risk and uncertainty, and market failure can be used to investigate various aspects of agricultural, food and natural resource economics;
- * analyse various types of microeconomic data (e.g. household &/or farm surveys, national statistics) to test economic theories and guide economic policies
- * assess critically the behaviour of households, farmers, manufacturers and government in this sector of the economy using existing theories and evidence on individual decision-making
- * discuss critically the efficacy of various agricultural, food and resource related policies (e.g. CAP, commodity price volatility, contractual arrangements) in the context of theory and practice
- * solve simple microeconomic models that can shed light on phenomena related to agriculture, food and natural resources;

Method of Assessment

Short Answers Report, (2000 words) (10%)

Essay, (2000 words) (10%)

Examination, 2 hours (80%)

Reassessment Instrument: 100% exam

Preliminary Reading

A Barkley and PW Barkley, Principles of Agricultural Economics, Routledge (2013).

JM Conrad, Resource Economics (2nd ed), (2010).

J Williams, Competition and Efficiency in International Food Supply Chains Improving Food Security, Routledge (2013).

Pre-requisites

ECON5000 (EC500) Microeconomics

Synopsis *

This module introduces you to agriculture, food and natural resource economics and economics generally. A key objective is to help you develop an ability to apply economic thinking to problems in this area. The module considers various aspects of agricultural, food and resource economics including food production, economic theory related to agricultural policy, food supply chains and food prices, food economics specifically food labels and various economic aspects of natural resource management such as forestry and fisheries.

The module is divided into three parts. In Part A we examine the relationship between the economy and the agriculture. In Part B we consider aspects of food economics. In Part C we examine various issues relating to natural resource. The emphasis in all parts of the module is to understand the links between theory and practice.

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EC580 Introduction to Econometrics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

This module is compulsory for all Single honours degree programmes in Economics.
 This module is an elective for all Joint honours programmes in Economics.
 This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 30 hours
 Private study hours: 120
 Total study hours: 150

Learning Outcomes

By the end of the module you will be able to:

- * identify and appreciate the different types of models, data and data sources in economics.
- * demonstrate knowledge and understand of the least squares estimator.
- * apply economic theory to economic models and data.
- * interpret empirical results obtained from the application of econometric theory.
- * apply tests of model adequacy, particularly tests of the basic assumptions of the classic linear regression framework.

Method of Assessment

Main Assessment Methods:

- Moodle Quiz (10%)
- In Course Test 1 (45 minutes) (20%)
- In Course Test 2 (45 minutes) (20%)
- Written Report (50%)

Preliminary Reading

The main text for the module is:

J Wooldridge (2016), *Introductory Econometrics: A Modern Approach*, 6th ed, Cengage

Other examples are

C Dougherty (2011), *Introduction to Econometrics*, 4th ed, Oxford University Press
 D Gujarati (2015), *Econometrics by Example*, 2nd ed, Palgrave
 D Gujarati and D Porter (2010), *Essentials of Econometrics*, 4th ed, McGraw-Hill
 G Maddala and K Lahiri (2009), *Introduction to Econometrics*, 4th ed, Wiley

Pre-requisites

ECON3040 Principles of Economics (or equivalent)
 ECON3050 or EC306 Mathematics for Economics
 ECON3090 Statistics for Economics (or equivalent)

Students must pass this module with a minimum mark threshold to take ECON5410, ECON5420 and ECON5430 at Stage 3. See module catalogue entries for ECON5410, ECON5420 and ECON5430 for more details.

Synopsis *

The quantitative estimation and evaluation of economic models is an essential feature of the study and application of economics. This module provides an introduction to econometric theory and the application of econometric techniques to economic models and data. This is achieved by explaining key economic and econometric issues using applications of econometrics that quantify and evaluate economic theory and which provide an empirical evaluation of economic behaviour and the assessment of economic policy.

The module provides both an analytical and practical introduction to econometric theory, equipping students with the analytical tools to carry out applied econometric work and to explore more advanced areas of econometric theory at later stages of their chosen degree programme. The practice and application of econometrics is achieved using both Microsoft Excel and specialist econometric software (e.g. Eviews &/or Stata).

The topics considered in the module include:

- Models and data; ordinary least squares (OLS), properties of OLS, simple and multiple linear regression, inference, confidence intervals, hypothesis tests, multicollinearity, heteroscedasticity, autocorrelation, dummy variables, functional form, linear restrictions, diagnostic testing and basic panel data.

EC581 Introduction to Time-Series Econometrics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

1 Canterbury Spring I 15 (7.5) 70% Exam, 30% Coursework

1 Canterbury Spring I 15 (7.5) 80% Exam, 20% Coursework

Availability

This module is compulsory for all Single Honours degree programmes in Economics.

This module is optional for all Joint Honours degree programmes in Economics.

This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 30 hours

Private study hours: 120

Total study hours: 150

Department Checked

20.08.21

Learning Outcomes

By the end of the module, you will be able to:

- * identify and abstract the properties of time-series data and relevant data sources.
- * demonstrate knowledge and understanding of statistical, graphical and numerical data analyses.
- * apply time-series econometrics to economic data using specialist econometric software.
- * interpret and analyse empirical results obtained from the application of time-series econometric to economic data.
- * perform data transformations and diagnostic tests relevant to the analysis of time-series data.

Method of Assessment

Main Assessment Methods:

- In Course Test 1 (45 minutes) (15%)
- In Course Test 2 (45 minutes) (15%)
- Examination, 2 hours (70%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment: 100% Exam

Preliminary Reading

The main text for the module is:

J Wooldridge (2016), *Introductory Econometrics: A Modern Approach*, 6th ed, Cengage

Other examples are:

C Dougherty (2011), *Introduction to Econometrics*, 4th ed, Oxford University Press

D Gujarati and D Porter (2010), *Essentials of Econometrics*, 4th ed, McGraw-Hill

G Maddala and K Lahiri (2009), *Introduction to Econometrics*, 4th ed, Wiley

M Verbeek (2012), *A Guide to Modern Econometrics*, 4th ed, Wiley

Pre-requisites

Prerequisites

ECON3040 Principles of Economics

ECON3050 or ECON3060 Mathematics for Economics

ECON3090 Statistics for Economics

Corequisite:

ECON5800 Introduction to Econometrics

Students must pass this module with a minimum mark threshold to take ECON5410, ECON5420 and ECON5430 at Stage 3. See module catalogue entries for ECON5410, ECON5420 and ECON5430 for more details.

Synopsis *

The module provides an analytical introduction to time-series econometrics and the challenges that present themselves with the analysis of time-series economic data. Traditional econometric techniques such as Ordinary Least Squares (OLS) are poorly suited to the estimation of economic models or data which exhibit non-stationary processes. This module provides an introduction to econometric methods that are suitable for stationary and non-stationary time-series analyses.

The module is both analytical and practitioner based providing students with the knowledge, understanding, application and interpretation of time-series techniques using specialist econometric software. The module equips students with the analytical tools to carry out advanced time-series econometrics work at a later stage of their degree programme.

The topics considered in the module include:

- Stationary and non-stationary data; trend- and difference-stationary processes, stationary autoregressive models, multivariate stationary models, spurious regression, cointegration, ADF tests, forecasting.

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EC582		The Economics of Human Capital				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional for all Single and Joint Honours programmes in Economics.
This module is not available to students across other degree programmes in the University.

Contact Hours

Total contact hours: 29 hours
Private study hours: 121
Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

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

- * demonstrate knowledge and understanding of human capital.
- * apply microeconomic concepts and principles to the acquisition of human capital.
- * identify the consequences of market failure and their impact on human capital development.
- * understand the private and social effects of human capital.
- * recognise the process of human capital formation and the role of policy intervention.
- * understand the challenges and methods involved in identifying and measuring human capital outcomes.

Method of Assessment

Online Test (10%)
Essay (1000 words) (10%)
Examination (2 hours) (80%)

Reassessment Instrument: 100% exam

Preliminary Reading

Sloan, F. and C-R. Hsieh (2012), 'Health Economics', MIT Press.
Borjas, G. (2016), 'Labor Economics', McGraw Hill.
Sloane, P., Latreille, P. and N. O'Leary (2016), 'Modern Labour Economics', Routledge.

Pre-requisites

Prerequisites:
ECON3040 (EC304) Principles of Economics,
ECON3050 (EC305)/ECON3060 (EC306) Mathematics for Economics,
ECON3090 (EC309) Statistics for Economics are pre-requisite modules

Co-requisite:
ECON5800 (EC580) Introduction to Econometrics

Synopsis *

This course examines the economic relevance of human capital. It begins by defining and categorizing different types of human capital, and then considers the economic importance of human capital both to individuals and to society. The course then proceeds to explore the connections between human capital and the labour market, as well as social outcomes such as crime. Finally, it will discuss the challenges faced in identifying a causal effect of human capital on individual and social outcomes. Specific consideration will be given to how econometric techniques can be used to obtain causal effects.

The course will also study how human capital is formed and how it can be influenced by policy intervention. It will consider the effects of specific policy interventions on human capital development, drawing on examples from developing and developed countries.

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EC6001	Economic Growth					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Only available on Economics BSc (Professional Economist) course

Contact Hours

Directed learning time 100 hours

Private study time 50 hours

Total study hours: 150

Department Checked

05.03.2021

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Understand and abstract the essential features of an economic growth issue, problem, system and policy

8.2 Synthesise and critically compare theoretical and empirical analyses of economic growth

8.3 Manipulate theoretical models to analyse economic growth

8.4 Critically analyse and interpret economic data in the context of economic theory and policy

8.5 Demonstrate the analytical skills required to scrutinise economic growth and policy issues.

Method of Assessment

13.1 Main assessment methods

VLE Quiz 1 (45 minutes) (15%)

VLE Quiz 2 (45 minutes) (15%)

VLE Quiz 3 (45 minutes) (15%)

One 2000 word report relating to work and economic growth (55%)*

*Students must pass the report in order to pass the module (pass-compulsory element).

Reassessment methods:

If the overall module mark is a fail, reassessments in failed assessments are taken again in the following trimester, in order to achieve the overall pass mark of 40%.

Reassessment method: Like for like

Preliminary Reading

* D Weil, Economic Growth (3rd ed), Pearson, 2013

* C Jones and D Vollrath, Introduction to Economic Growth, W W Norton & Co, 2013

The module will also draw on a range of high quality journal articles including those from American Economic Review, Journal of Political Economy and Quarterly Journal of Economics.

Restrictions

This module is only available on the Professional Economist Degree Apprenticeship course and must be taken in the order of modules defined on the course specification. Not available to short term credit students

Synopsis *

This module covers a variety of growth issues from policy, empirical and theoretical views. The first part of the course deals with basic concepts of economic growth, including how to measure growth and the core theories of economic growth. The second part deals with productivity; how to measure productivity and analyse different sources of productivity growth. The third part deals with economic fundamentals, including the relationship between government policies, income inequality and growth.

The aim of the module is to teach the basic principles of economic growth in order to answer such questions as:

* what are the determinants of growth?

* how can we improve productivity?

* what kind of role does the government play on growth?

* why are there differences in the level of income among countries?

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EC603		Financial Crises				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

This module is optional for all Single and Joint Honours degree programmes in economics.

Contact Hours

Total contact hours: 22 hours

Private study hours: 128

Total study hours: 150

Learning Outcomes

By the end of this module, you will be able to:

- * understand the evolution of financial crises over the past 300 years
- * identify causes of financial crises and the various sources of their origins
- * critically analyse the connection among currency crises, banking crises, debt crises, and balance of payment crises
- * demonstrate critical knowledge and understanding of the importance of the lender of last resort and the role of regulation
- * critically evaluate the costs of financial crises and efficacy of policy responses

Method of Assessment

Essay, (2000 words) (20%)

Examination (2 hours) (80%)

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% exam

Preliminary Reading

Reinhard, C. M., and K.S. Rogoff (2008), *This time is different*. Princeton University Press.

Kindleberger, C.P and R. Aliber (2011), *Maniacs, Panics, and Crashes: A History of Financial Crises*.

Eichengreen, B. (2008), *Globalizing Capital: A History of the International Monetary System*, 2nd ed., Princeton University Press.

Eichengreen, B. (1992), *Golden Fetters: The Gold Standard and The Great Depression, 1919-1939*, Oxford University Press.

Pre-requisites

ECON5020 Macroeconomics

ECON5800 Introduction to Econometrics

Synopsis *

The aim of the module is to introduce the students to the evolution of the financial crises from a historical perspective. Since financial crises are infrequent (though often occurring) events, a long-run perspective is necessary to understand their causes and consequences. This module will look at financial crises from the Tulip mania in 1636 to the financial crisis of 2008, and combine theoretical approaches to understanding financial crises with critical discussion of historical episodes.

The module will cover the following topics:

1. Financial crises in historical perspective: long-run facts
2. Theories of financial crises
3. The severity of financial crises in historical perspective
4. Financial crises in the 17th and 18th Centuries
5. Early 19th century financial crises
6. The 1890s
7. The banking panic of 1907 and the emergence of Fed
8. The Great Depression I – Florida housing bubble, FED and 1931 banking crises
9. The Great Depression II – US banking crisis
10. The Great Depression III – Germany, Eastern European crisis, sterling crisis
11. Financial crises in the 1990s
12. The Great Recessions – housing bubble, contagion, banking crisis

EL532 Professional 3D and Compositing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	
2	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

60 Contact hours
 240 Private study hours
 Total hours 300

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Apply the principles of modelling and environments using appropriate industry standard tools.
- 2 Understand the main constraints that affect computer based 3D modelling.
- 3 Effectively communicate through the production of basic 3D models, animation and compositing.
- 4 Knowledge and a critical understanding of the parameters that produce good modelling solutions.

The intended generic learning outcomes. On successfully completing the module students will be able to:

1. Use Information and Communication Technologies
2. Present and communicate their creative and technical work in a timely manner
3. Work in flexible, creative and independent ways and to think critically

Method of Assessment

100% Coursework

Preliminary Reading

Williams, R. E. (2009). *The Animator's Survival Kit: Manual of Methods, Principles, and Formulas for Computer, Stop-motion, Games and Classical Animators*. London: Faber and Faber.
 Derakhshani, Dariush. 2015. *Introducing Autodesk Maya 2016*. Indianapolis, IN: John Wiley & Sons.
 Palamar, Todd. 2015. *Mastering Autodesk Maya 2016*. Hoboken: John Wiley & Sons
 Fridsma, Lisa and Brie Gyncild. 2020. *Adobe After Effects CC classroom in a book*. San Jose, California, USA: Adobe System Incorporated.
 Christiansen, Mark. 2014. *Adobe After Effects CC: visual effects & compositing studio techniques*. Peachpit.

Synopsis

This module introduces the 3D Design pipeline using industry-standard software packages. Each technical workshop session includes hands-on training in 3D Design and compositing software. Practical sessions cover 3D modelling, texturing, lighting, animation and compositing.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

EL536		Digital Photography				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

This is a wild module available to students from schools outside EDA.

Contact Hours

29 Contact hours

121 Private study hours

Total hours 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

1. Demonstrate knowledge and understanding of image composition, perspective and tone.
2. Edit and manipulate acquired images using software tools.
3. Communicate a message via images and text.
4. Demonstrate knowledge and understanding of scientific principles of photography including camera optics, imaging techniques and image manipulation.

The intended generic learning outcomes. On successfully completing the module students will be able to:

1. Use Information and Communication Technology
2. Communicate effectively in media
3. Learn effectively for the purpose of continuing professional development
4. Work in flexible, creative and independent ways, and apply critical thinking, reasoning and reflection

Method of Assessment

(70%) Photographic portfolio.

(30%) Poster

Preliminary Reading

Faulkner, A. and C. Chavez. 2017. Adobe Photoshop CC Classroom in a Book (2018 release). California: Adobe Press.

Fox, A., Smith, R. S. and M. Langford. 2015. Langford's Basic Photography: The Guide for Serious Photographers. New York: Focal Press.

Pre-requisites

None

Restrictions

May not be taken if enrolled on, or have completed DIGM5410

This is a wild module available to schools outside of EDA.

Synopsis >*

This module is concerned with the principles and practice of digital photography and photographic image editing. Topics will include: basic optics, lighting, cameras and imaging, composition and colour, files and processing, historical developments, image correction and manipulation. Theory is followed by practicals and workshops.

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EL541		Digital Photography & Image Editing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	I	30 (15)	100% Coursework	

Availability

This is a wild module available to schools outside of Engineering and Digital Arts
This Module is capped at 40 students

Contact Hours

Total contact hours: 49
Private study hours: 251
Total study hours: 300

Department Checked

13/06/2018

Learning Outcomes

- 1 Image composition, perspective and tone; the history of still image and its development
- 2 Editing and manipulation of acquired images using software tools.
- 3 Communicating a message via images and text.
- 4 Scientific principles of photography including camera optics, imaging techniques and image manipulation.
- 5 Photographic workflow

Method of Assessment

Main assessment methods
Photographic Portfolio – 35%
Poster – 15%
Mini Project – 45%
Online test – 5%

Preliminary Reading

See <http://readinglists.kent.ac.uk>

Pre-requisites

None

Restrictions

May not be taken if enrolled on, or have completed, DIGM5360.
This Module is capped at 40 students

Synopsis *

This module introduces you to the principles and practice of digital photography and photographic image editing, specifically photomontage. Indicative topics include: basic optics, lighting, cameras and imaging, composition and colour, files and processing, historical developments, image correction, manipulation, calculations for masking, and photomontage. Theory is followed by photographic practicals and image editing workshops, culminating in a substantial project.

04 School of European Culture and Languages

FR648		French Upper Intermediate B2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 60

Private Study Hours: 240

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Demonstrate increased vocabulary and improved knowledge and critical understanding of the French language;
- 2 Demonstrate perfected skills in French speaking, listening, reading, writing and translation;
- 3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will have learned how to apply their knowledge and understanding of the language in new and varied contexts;
- 4 Show a sophisticated knowledge of French through translation and essay writing, and by summarising and expressing opinions on a variety of topics;
- 5 Converse with a native speaker of French on current issues and course topics;
- 6 Demonstrate the ability to write in a good and grammatically correct French, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to French.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B2.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Demonstrate key skills such as oral and written communication;
- 2 Demonstrate improved confidence in the interpretation of texts in another language;
- 3 Manage their time and prioritise workloads;
- 4 Demonstrate the ability to use learning resources independently;
- 5 Demonstrate mental agility and analytical capacity.

Method of Assessment

Main assessment methods

- Essay (600 words) – 15%
- English to French Translation Assignment (400 words) – 15%
- Guided Comprehension Assignment (500 words) – 15%
- Audio-visual Comprehension In-Course Test (40 minutes) – 15%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

Reassessment methods

Reassessment Instrument: 100% Coursework

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages:

<https://kent.rl.talis.com/index.html>

Pre-requisites

Prerequisite: FREN3000 (French Lower Intermediate B1); or equivalent ability to B1 of the CEFR must be demonstrated.

Restrictions

This module is not available for bilingual students and French native (or near native) speakers with secondary education in a Francophone country. Not available as a 'wild' module choice.

Synopsis

This module is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge provided in FREN3000 (French Lower Intermediate B1), to consolidate students' vocabulary and improve their knowledge of written and spoken French through immersion in a variety of texts, and to practise translation skills both from and into French.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

FR649	French Advanced C1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 60
Private Study Hours: 240
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate consolidated and extended translation skills, as developed in the first and second years;
- 2 Demonstrate consolidated and extended ability to accurately recognise and use a range of registers in French, and demonstrate enhanced sensitivity to the equivalent English registers;
- 3 Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the French language;
- 4 Analyse and demonstrate a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both French and English;
- 5 Demonstrate the benefit of having had regular oral practice in French on an extensive range of topics, including academic topics, at an advanced level.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate consolidated and extended ability to identify and analyse concepts, and the relation between concepts, in both the target language and English;
- 2 Demonstrate the ability to converse in the target language on a range of topics, including academic topics, at an advanced level;
- 3 Demonstrate enhanced skills of oral as well as written presentation and self-expression;
- 4 Demonstrate the ability to engage in independent study and research through a variety of methods (including the use of dictionaries and grammars);
- 5 Demonstrate advanced translation skills.

Method of Assessment

Main assessment methods:

Online Translation In-Course Test (80 minutes) – 20%
Audio-visual Comprehension Assignment (Equivalent to 1,000 words) – 10%
Essay (700 words) – 10%
English to French Translation Assignment (500 Words) – 10%
French to English Translation Assignment (500 Words) – 10%
Written Examination (3 hours) – 30%
Oral Examination (15 minutes) – 10%

Reassessment methods:

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Armstrong, N. (2005) *Translation, Linguistics, Culture: A French-English Handbook*. Bristol: Multilingual Matters.
Chuquet, H. and Paillard, M. (2004) *Approche linguistique des problèmes de traduction anglais-français*. Paris: Ophrys.
Hawkins, R. and Towell R. (2015) *French Grammar and Usage*, 4th edition, Oxford: Routledge.
Hawkins, R. and Towell R. (2015) *Practicing French Grammar*, 4th edition, Oxford: Routledge.
Hervey, S. and Higgins, I. (2002) *Thinking French Translation: a course in translation method: French-English*, second edition. Oxford: Routledge.
Vinay, J.-P. and Darbelnet, J. (2013) *Stylistique Comparée du Français et de l' anglais*. Paris: Didier.

Pre-requisites

FREN6480 (French Upper Intermediate B2) or FREN6520 (French Intermediate B1-B2); or equivalent ability to B2 of the CEFR must be demonstrated.

FREN6490 is compulsory for students who pursue a degree for the BA French. It is open to bilingual students with secondary education in a Francophone country, and French native speakers.

Restrictions

Native speakers of French are required to take FREN6490.

Synopsis *

The module develops advanced proficiency in writing, speaking and comprehending French. It concentrates on translation into French and English and the development of analytical skills in the production of written and spoken French. Translation exercises confront students with a variety of advanced texts in different styles and registers, and encourage accuracy and critical reflection as well as acquisition and consolidation of grammatical structures. The language skills component combines discursive writing on advanced topics with the development of proper oral competence through discussion. Conversation classes with a native speaker develop presentational ability, and enable students to speak fluently and idiomatically at the advanced level.

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GE503		German Advanced C1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 60

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate consolidated and extended translation skills, as developed in the first and second years;
- 2 Demonstrate consolidated and extended ability to accurately recognise and use a range of registers in German, and gained enhanced sensitivity to the equivalent English registers;
- 3 Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the German language;
- 4 Analyse and demonstrate a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both German and English;
- 5 Demonstrate the benefit of having had regular oral practice in German on an extensive range of topics, including academic topics, at an advanced level.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate consolidated and extended ability to identify and analyse concepts, and the relation between concepts, in both the target language and English;
- 2 Demonstrate the ability to converse in the target language on a range of topics, including academic topics, at an advanced level;
- 3 Demonstrate enhanced skills of oral as well as written presentation and self-expression;
- 4 Demonstrate the ability to engage in independent study and research through a variety of methods (including the use of dictionaries and grammars);
- 5 Demonstrate advanced translation skills.

Method of Assessment

Main assessment methods:

- Online Translation In-Course Test (80 minutes) – 20%
- Audio-visual Comprehension Assignment (Equivalent to 1,000 words) – 10%
- Essay (700 words) – 10%
- English to German Translation Assignment (500 Words) – 10%
- German to English Translation Assignment (500 Words) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

Reassessment methods:

Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading:

Duden-Verlag Deutsches Universalwörterbuch, Neue Rechtschreibung (most recent edition) (Mannheim: Duden)
Hammer's German Grammar and Usage (most recent edition) (Oxford: Routledge)

Pre-requisites

GRMN5070 – German Upper Intermediate B2; or GRMN5160 – German Intermediate B1-B2; or equivalent ability to B2 of the CEFR must be demonstrated.

GRMN5030 is compulsory for students who pursue a degree for the BA German. It is open to bilingual students with secondary education in a German-speaking country, and German native speakers.

Native speakers of German are required to take GRMN5030. Bilingual students with secondary education in a German-speaking country, who have been dispensed from the Languages Year Abroad (LANG0001), will be evaluated to determine whether the extra work involved in GRMN6000 is of benefit to them.

Synopsis *

The module develops advanced proficiency in writing, speaking and comprehending German. It concentrates on translation into German and English and the development of analytical skills in the production of written and spoken German. Translation exercises confront students with a variety of advanced texts in different styles and registers, and encourage accuracy and critical reflection as well as acquisition and consolidation of grammatical structures. The language skills component combines discursive writing on advanced topics with the development of proper oral competence through discussion. Conversation classes with a native speaker develop presentational ability, and enable students to speak fluently and idiomatically at the advanced level.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

GE507		German Upper Intermediate B2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 60
Private Study Hours: 240
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Demonstrate increased vocabulary and improved knowledge and critical understanding of the German language;
- 2 Demonstrate perfected skills in German speaking, listening, reading, writing and translation;
- 3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will have learned how to apply their knowledge and understanding of the language in new and varied contexts;
- 4 Show a sophisticated knowledge of German through translation and essay writing, and by summarising and expressing opinions on a variety of topics;
- 5 Converse with a native speaker of German on current issues and course topics;
- 6 Demonstrate the ability to write in a good and grammatically correct German, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to German.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B2.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Demonstrate key skills such as oral and written communication;
- 2 Demonstrate improved confidence in the interpretation of texts in another language;
- 3 Manage their time and prioritise workloads;
- 4 Demonstrate the ability to use learning resources independently;
- 5 Demonstrate mental agility and analytical capacity.

Method of Assessment

Main assessment methods

- Essay (600 words) – 15%
- English to German Translation Assignment (400 words) – 15%
- Guided Comprehension Assignment (500 words) – 15%
- Audio-visual Comprehension In-Course Test (40 minutes) – 15%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

Reassessment methods

Reassessment Instrument: 100% Coursework

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

GRMN3010 (German Lower Intermediate B1); or equivalent ability to B1 of the CEFR must be demonstrated.

Synopsis <span style =

This module is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge provided in GRMN3010 (German Lower Intermediate B1), to consolidate students' vocabulary and improve their knowledge of written and spoken German through immersion in a variety of texts, and to practise translation skills both from and into German.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

GE516 German Intermediate B1 - B2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 80
Private Study Hours: 220
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Demonstrate increased vocabulary, improved knowledge and critical understanding of the German language;
- 2 Demonstrate enhanced skills in German speaking, listening, reading, writing and translation;
- 3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;
- 4 Show knowledge of German through translation and essay writing, and by summarising material and expressing opinions on a variety of topics;
- 5 Converse with a native speaker of German on course topics;
- 6 Demonstrate the ability to write grammatically correct German, in formal and informal contexts.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B2.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Demonstrate key skills such as oral and written communication;
- 2 Demonstrate improved confidence in the interpretation of texts in another language;
- 3 Manage their time and prioritise workloads;
- 4 Use learning resources independently;
- 5 Demonstrate mental agility and analytical capacity.

Method of Assessment

Main assessment methods

Essay (600 words) – 15%
English to German Translation Assignment (400 words) – 15%
Guided Comprehension Assignment (500 words) – 15%
Audio-visual Comprehension In-Course Test (40 minutes) – 15%
Written Examination (3 hours) – 30%
Oral Examination (15 minutes) – 10%

Reassessment methods

Reassessment Instrument: 100% Coursework

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

GRMN3290 (German Beginners A1-A2), or equivalent ability to A2 of the CEFR must be demonstrated

Synopsis *

This module is the natural follow-on for those who have, in the previous academic year, successfully taken an intensive beginners German course such as GRMN3290 (German Beginners A1-A2 (Intensive)), and who have covered the basics of grammar, acquired a stock of high frequency vocabulary and reached a degree of proficiency beyond GCSE and approaching A-level (A2 waystage in terms of the Common European Framework of Reference).

This module is designed to allow students, upon completion, to demonstrate a level of ability up to B2 threshold, turning students into independent users of German in both oral and written contexts. The course is thus also designed to prepare students for their year abroad and independent life in Germany as a foreign country. This module is an intensive course, which develops the student's active and passive aural and written skills.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

IT503		Italian Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	

Contact Hours

Total Contact Hours: 6

Private Study Hours: 294

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Undertake comprehensive, detailed research on a specific area of Italian culture or language;
- 2 Demonstrate in-depth and advanced subject knowledge of a particular area of Italian studies;
- 3 Engage with primary and secondary source material in a scholarly way, demonstrating the ability to understand concepts and debates relevant to the study of Italian culture and demonstrate a critical understanding of their assumptions, implications, limitations or contradictions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Identify an appropriate topic for personal study;
- 2 Work, study and undertake systematic and analytical research independently;
- 3 Organise the work involved in an extensive research project;
- 4 Marshal complex knowledge and present it clearly and logically in the substantive form of a dissertation.

Method of Assessment

Main assessment methods

- Dissertation (10,000 words) – 100%

Reassessment methods

- Reassessment Instrument: 100% Project

Preliminary Reading

Indicative Reading List

Denscombe, M. (1998). *The Good Research Guide*, Buckingham: Open University;

Rudestam, K. and Newton, R. (1992). *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, London: Sage

Pre-requisites

None

Restrictions

Optional for BA Italian (Single Honours); BA Italian Studies (Single Honours). It is not available to joint honours students.

Synopsis *

This module is intended to introduce undergraduate students to independent research and provide the opportunity for sustained, detailed study of a topic of their choosing. The topic chosen must relate to a specific aspect of Italian culture or language. Originality and feasibility are important aspects of writing dissertations and topics must be scrutinised and approved in advance by the module convenor or dissertation supervisor. Students can expect guidance from the module convenor and an academic supervisor throughout the process, including one-to-one tutorials.

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IT506		Italian Advanced C1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	
3	Canterbury	Whole Year	H	30 (15)	70% Coursework, 30% Exam	

Contact Hours

Total Contact Hours: 60
Private Study Hours: 240
Total Study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate consolidated and extended translation skills, as developed in the first and second years;
- 2 Demonstrate consolidated and extended ability to accurately recognise and use a range of registers in Italian, and gained enhanced sensitivity to the equivalent English registers;
- 3 Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the Italian language;
- 4 Analyse and demonstrate a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both Italian and English;
- 5 Demonstrate the benefit of having had regular oral practice in Italian on an extensive range of topics, including academic topics, at an advanced level.

In addition, students registered for ITAL5740 will be able to:

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate consolidated and extended ability to identify and analyse concepts, and the relation between concepts, in both the target language and English;
- 2 Demonstrate the ability to converse in the target language on a range of topics, including academic topics, at an advanced level;
- 3 Demonstrate enhanced skills of oral as well as written presentation and self-expression;
- 4 Demonstrate the ability to engage in independent study and research through a variety of methods (including the use of dictionaries and grammars);
- 5 Demonstrate advanced translation skills.

In addition, students registered for ITAL5740 will be able to:

Method of Assessment

Main assessment methods

Assessment for ITAL5060 will be as follows:

- Online Translation In-Course Test (80 minutes) – 20%
- Audio-visual Comprehension Assignment (Equivalent to 1,000 words) – 10%
- Essay (700 words) – 10%
- English to Italian Translation Assignment (500 words) – 10%
- Italian to English Translation Assignment (500 words) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Baker, M. (1992). *In Other Words; A Coursebook on Translation*, (London, Routledge, P306)

Zollo, M. and Wesson, A. (2006). *Italian Grammar Made Easy* (Abingdon: Hodder Arnold)

Oxford Essential Italian Dictionary (2010). Oxford: Oxford University Press)

Collins Italian Dictionary and Grammar (Collins Dictionary and Grammar) 2nd (second) Edition, (2010).

Pre-requisites

ITAL5630 (Italian Upper Intermediate B2) or ITAL5080 (Italian Intermediate B1-B2); or equivalent ability to B2 of the CEFR must be demonstrated.

Synopsis ***/**

The module develops advanced proficiency in writing, speaking and comprehending Italian. It concentrates on translation into Italian and English and the development of analytical skills in the production of written and spoken Italian. Translation exercises confront students with a variety of advanced texts in different styles and registers, and encourage accuracy and critical reflection as well as acquisition and consolidation of grammatical structures. The language skills component combines discursive writing on advanced topics with the development of proper oral competence through discussion. Conversation classes with a native speaker develop presentational ability, and enable students to speak fluently and idiomatically at the advanced level.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

IT508 Italian Intermediate B1-B2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	
3	Canterbury	Whole Year	I	30 (15)	70% Coursework, 30% Exam	

Contact Hours

Total Contact Hours: 80
Private Study Hours: 220
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate increased vocabulary, improved knowledge and critical understanding of the Italian language;
- 2 Demonstrate enhanced skills in Italian speaking, listening, reading, writing and translation;
- 3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;
- 4 Show knowledge of Italian through translation and essay writing, and by summarising material and expressing opinions on a variety of topics;
- 5 Converse with a native speaker of Italian on course topics;
- 6 Demonstrate the ability to write grammatically correct Italian, in formal and informal contexts.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B2.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

1. Demonstrate key skills such as oral and written communication;
- 2 Demonstrate improved confidence in the interpretation of texts in another language;
- 3 Manage their time and prioritise workloads;
- 4 Use learning resources independently;
- 5 Demonstrate mental agility and analytical capacity.

Method of Assessment

Main assessment methods

- Essay (600 words) – 15%
- English to Italian Translation Assignment (400 words) – 15%
- Guided Comprehension Assignment (500 words) – 15%
- Audio-visual Comprehension In-Course Test (40 minutes) – 15%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Cusimano, L. & Ziglio, L. (2015). Nuovo Espresso Volume 3, Alma Edizioni, Firenze.
Oxford Essential Italian Dictionary (2010). Oxford: Oxford University Press.

Pre-requisites

IT301 (Italian Beginners A1-A2), or equivalent ability to A2 of the CEFR must be demonstrated.

Synopsis *

This module is the natural follow-on for those who have, in the previous academic year, successfully taken an intensive beginners Italian course such as ITAL3010 (Italian Beginners A1-A2 (Intensive)), and who have covered the basics of grammar, acquired a stock of high frequency vocabulary and reached a degree of proficiency beyond GCSE and approaching A-level (A2 waystage in terms of the Common European Framework of Reference).

This module is designed to allow students, upon completion, to demonstrate a level of ability up to B2 threshold, turning students into independent users of Italian in both oral and written contexts. The course is thus also designed to prepare students for their year abroad and independent life in Italy as a foreign country. This module is an intensive course, which develops the student's active and passive aural and written skills.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

IT563 Italian Upper Intermediate B2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	
4	Canterbury	Whole Year	I	30 (15)	70% Coursework, 30% Exam	

Contact Hours

Total Contact Hours: 60
Private Study Hours: 240
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate increased vocabulary and improved knowledge and critical understanding of the Italian language;
- 2 Demonstrate perfected skills in Italian speaking, listening, reading, writing and translation;
- 3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will have learned how to apply their knowledge and understanding of the language in new and varied contexts;
- 4 Show a sophisticated knowledge of Italian through translation and essay writing, and by summarising and expressing opinions on a variety of topics;
- 5 Converse with a native speaker of Italian on current issues and course topics;
- 6 Demonstrate the ability to write in a good and grammatically correct Italian, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to Italian.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B2.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate key skills such as oral and written communication;
- 2 Demonstrate improved confidence in the interpretation of texts in another language;
- 3 Manage their time and prioritise workloads;
- 4 Demonstrate the ability to use learning resources independently;
- 5 Demonstrate mental agility and analytical capacity.

Method of Assessment

Main assessment methods

- Essay (600 words) – 15%
- English to Italian Translation Assignment (400 words) – 15%
- Guided Comprehension Assignment (500 words) – 15%
- Audio-visual Comprehension In-Course Test (40 minutes) – 15%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Bali, M., Ziglio, L. (2014). *Nuovo Espresso Volume 2*, Alma Edizioni, Firenze.
De Giuli, A., Guastalla, C., & Massimo Naddeo, C. (2014). *Nuovo Magari B2*. Alma Edizioni, Firenze.
Nocchi, S. (2002). *Italian Grammar in Practice*, Alma Edizioni Firenze.
Tartaglione, R. (2001). *Grammatica Italiana*, Alma Edizioni Firenze.
Oxford Essential Italian Dictionary (2010). Oxford: Oxford University Press.

Pre-requisites

ITAL3080 (Italian Lower Intermediate B1); or equivalent ability to B1 of the CEFR must be demonstrated.

Synopsis <span style =

This module is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge provided in ITAL3080, to consolidate students' vocabulary and improve their knowledge of written and spoken Italian through immersion in a variety of texts, and to practise translation skills both from and into Italian.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

IT564 Istantanea: Visual Culture in Contemporary Italy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate the technical and artistic competency to read visual material;
- 2 Demonstrate their visual literacy;
- 3 Systematically analyse visual masterpieces within their social, historical and cultural context, and as their products;
- 4 Demonstrate comprehensive understanding of visual culture (ads, propaganda, social documentary, fashion, etc.) in Italy;
- 5 Evince the relationship between visual culture and the dominant philosophical and political trends.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Apply the skills needed for academic study and enquiry at a high level;
- 2 Evaluate information critically;
- 3 Synthesise information from different sources to gain deep and structured understanding of the subject;
- 4 Make use of advanced problem-solving skills;
- 5 Analyse and interpret visual products in a critical manner;
- 6 Study and reach conclusions independently and formulate original opinions.

Method of Assessment

Main assessment methods

- Essay 1 (1,000 words) – 35%
- Essay 2 (2,000 words) – 65%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Hill, S. P. and Minghelli, G. (2014). *Stillness in Motion. Italy, Photography and the Meanings of Modernity*. Toronto: University of Toronto Press

Mirzoeff, N. (2009). *An Introduction to Visual Culture*. London: Routledge

Pelizzari, M.A. (2011). *Photography in Italy*. London: Reaktion Books

Sturken, M. and Cartwright, L. (2009). *Practices of Looking: An Introduction to Visual Culture*. Oxford: Oxford University Press

Pre-requisites

None

Synopsis *

This module aims at developing students' visual literacy within the context of Italian studies, by teaching the skills necessary for the reading of visual materials. Contextually, it aims at developing and enhancing the critical response of students to such imagery, with particular focus on their social, cultural and political context.

This module will analyse the relationship between visual culture, society, politics and history. It will analyse topics such as the portrayal of the Risorgimento; Lombroso's criminological and anthropometric use of photography; pseudo-anthropological photography in colonialist exploits, racism and eugenics; Fascist propaganda; futurism and modernism; neo-realist documentary photography and its influence on photojournalism of the 1960s-70s; the paparazzi, fashion and advertisement; photography and the contemporary visual arts; digital photography and social networks. By means of a close reading of visual materials, the students will gain a profound understanding of the practices—ideological, political, commercial, aesthetic, and social—that produce such materials within the modern Italian cultural context.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

IT576 The Make-Up: Representations of Gender in Contemporary Italy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate knowledge and critical understanding of Italian culture in relation to the representation of gender diversity and roles, and of the way in which aspects have developed across the decades;
- 2 Demonstrate knowledge and critical understanding of Italian society today specifically with regards to gender roles and related issues, and how this is relevant to a critical understanding of gender roles within the European context;
- 3 Deploy established Italian cultural studies concepts and techniques to undertake a critical analysis of Italian cultural history;
- 4 Demonstrate critical knowledge of the main methods of enquiry in gender studies and evaluate critically the appropriateness of different approaches to textual and visual analysis within the context of Italian cultural studies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically analyse primary materials using established theoretical frameworks and critically relating works to the relevant socio-historical context;
- 2 Carry out independent and critical analysis on cultural topic presenting it to specialist and non-specialist audiences effectively in various form;
- 3 Develop critical thinking and collaborative problem-solving skills;
- 4 Demonstrate critical awareness of the importance of gender-related issues (e.g. gender inequality) as these apply to a variety of contexts;

Method of Assessment

Main assessment methods

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Presentation (15 minutes) – 20%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

- Bracke, M. (2014), *Women and the Reinvention of the Political: Feminism in Italy, 1968-1983*, London: Routledge.
- Butler, J. (2004), *Undoing Gender*, London: Routledge.
- Guerrina, R. (2014), "(Re)Presenting Women: Gender and the Politics of Sex in Contemporary Italy", Childs, S. and Celis, K. (eds.), *Gender, Conservatism and Political Representation*, Colchester, United Kingdom: ECPR Press, pp. 161-182.
- Pickering-lazzi, R. (1995), *Mothers of Invention: Women, Italian Fascism, and Culture*. London: University of Minnesota Press.
- Tambo, M. (2014), *The Lost Wave: Women and Democracy in Postwar Italy*, New York: Oxford University Press.
- Wilson, P. (2004), *Gender, Family and Sexuality: The Private Sphere in Italy, 1860-1945*, London: Palgrave Macmillan.

Synopsis <span style =

This module introduces students to key concepts in the analysis of social, cultural and artistic representation of gender within the contemporary Italian context. It does so by considering a selection of relevant works from a variety of media, such as, for instance, neorealist and fantastic literature of the post-war years; feminist writings of the 1970s (e.g. Dacia Maraini's novel *Donna in Guerra*, 1975); contemporary cinema (e.g. Ferzan Ozpetek's *Le fate ignoranti*, 2001; Donatella Maiorca's *Viola di mare*, 2009). The module takes as its focus the gendered basis of social and political control as evident in constructions of subjectivity and sexuality exercised – for instance – through the media, while also analysing works that present themselves as a reaction to such control.

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IT577 Italian Regional Cinema						
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	

Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate critical understanding that the idea of a 'national cinema' is an artificial construct, determined by industrial, cultural and economic factors;
- 2 Demonstrate critical understanding that regional differences have had a significant impact on Italian identities and on Italian cinematic and cultural production;
- 3 Demonstrate in depth knowledge of film production outside of Rome (e.g. Turin and Naples);
- 4 Analyse in depth the differences between several different regional cinemas, both in terms of their mode of production and of style or content;
- 5 Critically engage with a number of films and critical texts in their original language.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Deploy systematic knowledge and understanding of the subject matter in cogently argued written essays;
- 2 Undertake advanced, independent and specialised research in the Library and on the Web, engaging critically with relevant scholarship;
- 3 Take responsibility for personal and professional learning and development.

Method of Assessment

Main assessment methods

- Essay 1 (1,500 words) – 50%
- Essay 2 (1,500 words) – 50%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List:

- Bertellini, G. (2013) 'Southern (and Southernist) Italian Cinema', *Italian Silent Cinema: A Reader*, John Libbey Publishing, pp. 123-134.
- Bonaria Urban, M. (2013) *Sardinia on Screen: The Construction of the Sardinian Character in Italian Cinema*. Amsterdam/ New York: Rodopi.
- Cucco, M. (2013) 'The State to the Regions: The Devolution of Italian Cinema', *Journal of Italian Cinema and Media Studies*, 1:3, pp. 253-277.
- Ferrero-Regis, T. (2009) *Recent Italian Cinema: Spaces, Contexts, Experiences*. Leicester: Troubador.
- Marlow-Mann, A. (2011) *The New Neapolitan Cinema*. Edinburgh: Edinburgh University Press.
- Sorlin, P. (1996) *Italian National Cinema*. London/ New York: Routledge.
- Vitali, V. and Willemsen, P. (2006) *Theorising National Cinema*. London: BFI.

Pre-requisites

ITAL5080 (Italian Intermediate B1-B2 (Intensive) or ITAL5630 (Italian Upper Intermediate B2) or demonstrable equivalent Italian language proficiency

Synopsis *

This course complicates the notion that there is a unifying concept of an Italian national cinema. Specifically, it will examine particular instances of filmic production operating outside of the national and cinematic capital of Rome, examining both the factors determining and constraining the emergence of such filmmaking practices, and the ways in which the films they produce may differ from those produced in the capital and associated with an Italian national cinema.

To achieve this, the module will focus on a number of case studies, such as:

- The cinema of Naples, analysed in relation to the question of Neapolitan identity and cultural difference.
- The cinema of Turin, as a product of deliberate regional funding and cultural heritage strategies.
- The cinema of Sicily, seen in relation to the problematising of cultural stereotypes.
- How certain 'national' film productions have dealt with the problematic notion of Italian national/regional identity.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

IT578 Musica Maestro! Music and Society in Modern Italy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20
Private Study Hours: 130
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate knowledge of key aspects of Italian culture, history and society in relation to music as a cultural product, and the ways in which this has developed across the decades;
- 2 Demonstrate critical understanding of Italian society from the mid-nineteenth century to the present in relation to music as well as music production, dissemination, consumption, and representation;
- 3 Apply concepts and principles derived from the analysis of musical products to achieve a critical understanding of Italian cultural history;
- 4 Demonstrate the ability of closely reading lyrics, of critically evaluating textual sources, and of analytically evaluating their limitations.
- 5 Demonstrate awareness of the importance of music in processes of inculturation, acculturation and dissemination of socio-political ideas;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Analyse primary materials as appropriate, using the up-to-date theoretical frameworks and relating works to the relevant socio-historical context;
- 2 Carry out independent analysis and research on cultural products and present their findings in oral and written form;
- 3 Demonstrate critical thinking skills;
- 4 Undertake independent research in the library, using appropriate academic databases online.

Method of Assessment

Main assessment methods

- Essay 1 (1,000 words) – 40%
- Essay 2 (2,000 words) - 60%

Reassessment methods

This module will be reassessed by 100% coursework.

- Reassessment Essay (3,000 words) – 100%

Preliminary Reading

Indicative Reading List

Banti, A. (1996). *Lavinia Fuggita: Racconti*. Milan: Mondadori.

Carter, T. (2015). *Understanding Italian Opera*. Oxford: Oxford University Press.

Così, C. and Ivaldi, F. (2011) *Fabrizio De Andrè. Cantastorie tra parole e musica*, Rome: Carocci.

Còveri, L. (1996). *Parole in musica: lingua e poesia nella canzone d'autore italiana: saggi critici e antologia di testi di cantautori italiani*. Novara: Interlinea.

Kalinak, K. (2010). *Film Music: A Very Short Introduction*. Oxford: Oxford University Press.

Fornari, F. (1984) *Psicoanalisi della musica*. Milan: Longanesi.

Morricone, E. and Miceli, S. (2013). *Composing for the Cinema: The Theory and Praxis of Music in Film*. Lanham: Scarecrow Press.

Pre-requisites

IT301 Italian Beginners Intensive A1-A2 (Intensive), or the equivalent demonstration of Italian language at least Level A2 of the CEFR

Synopsis *

This module introduces students to key concepts in the analysis of musical products such as opera, traditional songs, pop and counter-culture songs. It also introduces students to the use of music in literature and film in Italy from mid-nineteenth century to the present. It does so by considering a selection of relevant cultural products from a variety of sources, such as nineteenth-century opera (e.g. Giuseppe Verdi; Giacomo Puccini), literature on music (e.g. Anna Banti's *Lavinia Fuggita*; Alessandro Baricco's *Novecento*), 1960s 'cantautori', Italian progressive rock bands and political impegno (e.g. Fabrizio De Andrè, Banco del Mutuo Soccorso, Area), soundtrack composers (e.g. Ennio Morricone), and contemporary singers (e.g. Simone Cristicchi, Caparezza, etc.). The module uses musical products as a point of access to understand Italian culture and history and analyses how these mirror, criticise and try to change Italian social, cultural and political beliefs. Special attention will be given to the textual and literary aspect of musical products, focusing on close readings of lyrics.

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IT580		Italian for Business				
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	

Contact Hours

Total Contact Hours: 20
Total Private Study Hours: 130
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Function confidently in Italian on a social and professional level within a general professional context and be confident to undertake further professional training;
- 2 communicate effectively to a variety of audiences and/or using a variety of methods in everyday situations in a professional context, including producing summaries/précis of business or economic texts (Common European Framework of Reference indicative level: B2/C1);
- 3 Understand and accurately use an extended vocabulary and specialised forms of expression and register of the contemporary Italian business context.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Communicate and work as part of a team on a research and presentation project;
- 2 Problem solve by undertaking independent research in the library collections and using appropriate academic databases online;
- 3 Demonstrate transferable skills necessary for employment at the appropriate level in the target language: communication skills, marshalling information and being able to summarise it, playing an active role in meetings and other professional events.

Method of Assessment

Main assessment methods

- Assignment 1 (400 words) – 30%
- Assignment 2 (500 words) – 40%
- Group Presentation (20 minutes) – 30%

Reassessment methods

- 100% Coursework (3,000 words)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

Pre-requisite: ITAL5630 – Italian Upper Intermediate B2 or ITAL5080 – Italian Intermediate B1-B2, (or equivalent to language level B2 of the CEFR must be demonstrated)

Synopsis ***/**

This module will introduce students to the Italian business environment, and will learn to be operational in such a context. As well as learning about essential aspects of companies and specific features of the Italian language encountered in such an environment, students will broaden their knowledge of current events and economic issues through the use of a dossier of contemporary texts/articles, which will be exploited in a variety of ways: CVs, document analysis, or free composition. In terms of key skills, business skills and language skills, this module encourages the practice of meticulous accuracy. Students will develop their confidence in the use of specialised terminology and appropriate register in a professional context.

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IT581		Professional Italian				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20
Total Private Study Hours: 130
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Function, in Italian, on a social and general professional level within a general business context;
- 2 Communicate effectively to a variety of audiences and/or using a variety of methods in predictable situations in a professional context (Common European Framework of Reference indicative level: B1/B2);
- 3 Understand and accurately use vocabulary and forms of expression of the contemporary general Italian business context.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Communicate and work as part of a team on a research and presentation project;
- 2 Problem solve by undertaking independent research in the library collections and using appropriate academic databases online;
- 3 Demonstrate transferable skills necessary for employment at the appropriate level in the target language: communication skills, organisation of events, participation in meetings, liaison with colleagues and customer care.

Method of Assessment

Main assessment methods

- Assignment 1 (400 words) – 30%
- Assignment 2 (500 words) – 40%
- Group Presentation (20 minutes) – 30%

Reassessment methods

- 100% Coursework (3,000 words)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

ITAL3010 – Italian Beginners A1-A2 (or equivalent to language level A2 of the CEFR must be demonstrated)

Synopsis *

Students are taken through essential aspects of the conduct of business in Italy (and Italian-speaking countries), both learning about those aspects and becoming familiar with specific features of the Italian language encountered in a professional context. In terms of key skills, business skills and language skills, encourages the practice of meticulous accuracy.

Students will develop their confidence in the use of specialised terminology and appropriate register in a professional context.

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IT582 Italian Beginners						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	60 (30)	100% Coursework	

Contact Hours

Total Contact Hours: 100

Private Study Hours: 500

Total Study Hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment);
- 2 Understand and translate into English short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment);
- 3 Communicate verbally and in writing in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;
- 4 Demonstrate knowledge and understanding of key cultural aspects connected to the Italian language;
- 5 Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate problem-solving in individual and team work;
- 2 Use resources independently;
- 3 Manage their time and prioritise workloads;
- 4 Use information technology effectively.

Method of Assessment

Main assessment methods

Reading and Writing Online Test (50 minutes) – 25%

Audio-Visual Comprehension Online Test (50 minutes) – 25%

Oral In-Course Test (20 minutes) – 20%

Language Skills Online Test (50 minutes) – 30%

Reassessment methods

Like-for-like

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages:

<https://kent.rl.talis.com/index.html>

Pre-requisites

None

Restrictions

Compulsory for Year in a Language [Italian]

Not available as a 'Wild' module

Synopsis *

This module is intended for absolute beginners in Italian. It will begin by covering the basics of grammar, allowing students to acquire a stock of high frequency vocabulary and reach a degree of proficiency at pre-intermediate level. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while developing the speaking, listening, reading and writing skills.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

IT583		Italian Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	60 (30)	100% Coursework	

Contact Hours

Total Contact Hours: 100

Private Study Hours: 500

Total Study Hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate enhanced knowledge and critical understanding of the Italian language at intermediate level;
- 2 Demonstrate enhanced skills in Italian speaking, listening, reading, writing and translation at intermediate level;
- 3 Critically assess sources of information which will be useful in Italy, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;
- 4 Converse with a native speaker of Italian expressing critical viewpoints.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate problem-solving in individual and team work;
- 2 Use resources independently;
- 3 Manage their time and prioritise workloads;
- 4 Use information technology effectively.

Method of Assessment

Main assessment methods

Written Take Home Assignment (1,500 words) – 40%

Audio-Visual Comprehension Online Test (50 minutes) – 20%

Oral In-Course Test (20 minutes) – 20%

Language Skills Online Test (50 minutes) – 20%

Reassessment methods

Like-for-like

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages:

<https://kent.rl.talis.com/index.html>

Pre-requisites

None

Restrictions

Compulsory for Year in a Language [Italian]

Not available as a 'Wild' module

Synopsis *

This module is the natural follow-on for those who have taken the intensive Italian beginners course as part of the Year in Italian, where they have covered the basics of grammar, acquired a stock of high frequency vocabulary and reached a degree of proficiency at pre-intermediate level. The module is designed to allow students, upon completion, to demonstrate a level of ability at intermediate level, turning students into independent users of Italian, in both oral and written contexts.

The course is thus also designed to prepare students for independent life in Italy. It is an intensive course, which develops the student's active and passive aural and written skills.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA302		Mandarin Chinese Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Read and hand write approximately 150 Mandarin Chinese characters;
2. Demonstrate a familiarity with basic Mandarin Chinese vocabulary equivalent to a beginners level;
3. Demonstrate a basic understanding of the main points of standard materials in the target language related to basic topics in everyday life;
4. Express and exchange basic information in the target language in areas of immediate need or on very familiar topics;
5. Demonstrate a knowledge and understanding of the life and multiple cultures of the target language countries within the context of that area of study.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
2. Demonstrate basic intercultural awareness and understanding.

Method of Assessment

Main assessment methods

In Course Test, speaking (Oral)– 20%
Assignment: Language Skills– 80%

Reassessment methods

100% Coursework (Equivalent to 1450 characters in Mandarin Chinese)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Progression

Students who complete this module successfully can progress onto WOLA3030 Mandarin Chinese Elementary.

Restrictions

This module is not available for native speakers or near native speakers of Mandarin Chinese with secondary education in China.

If you have studied Mandarin Chinese before you should get in touch with our Mandarin Tutor, Ms Ru Su: R.Su@kent.ac.uk.

Synopsis *

The curriculum content is intended to give students some familiarity, at a level comparable to A1 level on CEFR, with everyday life, activities and the culture in Mandarin Chinese speaking countries. Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life including greetings and introductions, talking about oneself and getting to know each other. Basic skills useful to people visiting China will be taught including describing preferred drinks and daily activities. An introductory level of Chinese culture will be covered such as social interaction and geography including major cities.

The cultural aspects of the above topic areas will be taught in seminars, by means of Mandarin Chinese course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA303	Mandarin Chinese Elementary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Read and write approximately an additional 200 Mandarin Chinese characters;
2. Demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an elementary level;
3. Demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;
4. Express and exchange basic information in areas of immediate need or on familiar topics in the simple terms in the target language;
5. Demonstrate a knowledge and understanding of the life and cultures of the target language countries within the context of the area of study.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
2. Demonstrate basic intercultural awareness and understanding.

Method of Assessment

Main assessment methods
In Course Test, Speaking (Oral) – 20%
Assignment: Language Skills– 80%

Reassessment methods
100% Coursework (Equivalent to 1,450 Mandarin Chinese Character)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA3020 (Mandarin Chinese Beginners); or equivalent Level A1 of CEFR must be demonstrated

Progression

Students who complete this module successfully can progress onto WOLA5510 Mandarin Chinese Pre-Intermediate

Restrictions

This module is not available for native speakers or near native speakers of Mandarin Chinese with secondary education in China.

If you have studied Mandarin Chinese before you should get in touch with our Mandarin Tutor, Ms Ru Su: R.Su@kent.ac.uk.

Synopsis <span style =

The curriculum content is intended to give students some familiarity, at a level comparable to lower A2 level on CEFR, with everyday life, activities and the Chinese culture. Topics for listening, speaking, reading and writing will focus on an elementary level of communication skills to explain very simple factual information on personal and very familiar topics such as talking about food, time, asking and giving simple opinions on familiar topics. Basic skills useful to people visiting China will be taught including expressing how to go to/come to somewhere and taking transports. An elementary level of Chinese culture will be covered such as festivals, geography including major cities and famous places.

The cultural aspects of the above topic areas will be taught in seminars, by means of course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA304		Japanese Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Read and write Japanese Kana letters;
2. Demonstrate a familiarity with basic Japanese vocabulary equivalent to a Beginners level;
3. Demonstrate a basic understanding of the main points of standard materials in the target language related to basic and familiar topics in everyday life;
4. Express and exchange basic information in the target language in areas of immediate need or on very familiar topics;
5. Demonstrate a knowledge and understanding of the life and culture in Japan within the context of that area of study.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
2. Demonstrate basic intercultural awareness and understanding.

Method of Assessment

Main assessment methods

In Course Test: Speaking (Max. 3 minutes) – 20%
Language Skills (Equivalent to 1,000 Japanese characters) words – 40%
Cultural Research and Writing (300 Japanese characters) – 40%

Reassessment methods

100% Coursework (Equivalent to 1,300 Japanese characters)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Progression

Students who complete this module successfully can progress onto WOLA3050 Japanese Elementary.

Restrictions

This module is not available for native speakers or near native speakers of Japanese with secondary education in Japan.

If you have studied Japanese before you should get in touch with our Japanese Tutor, Ms Mano Suzuki:
M.Suzuki@kent.ac.uk

Synopsis *

The curriculum content is intended to give students some familiarity, at a level comparable to A1 level on CEFR, with everyday life, activities and the culture in Japan. Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life including greetings and introductions, talking about oneself and getting to know each other. Basic skills useful to people visiting Japan will be taught including describing locations and shopping. An introductory level of Japanese culture will be covered such as social interaction and geography including major cities.

The cultural aspects of the above topic areas will be taught in seminars, by means of course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA305	Japanese Elementary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Cost

Core textbooks: £30-£80 approximately.

*Students who took WOLA3040 do not need to purchase two of the three core textbooks for this module as the same ones are used in the module.

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Read and write Japanese characters equivalent to an elementary level;
2. Demonstrate a familiarity with Japanese vocabulary equivalent to an elementary level;
3. Demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;
4. Express and exchange basic information in the target language in areas of immediate need or on familiar topics in simple terms;
5. Demonstrate a knowledge and understanding of the life and culture in Japan within the context of the area of study.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
2. Demonstrate basic intercultural awareness and understanding.

Method of Assessment

Main assessment methods

In Course Test: Speaking (Max. 3 minutes) – 20%
Language Skills (Equivalent to 1,100 Japanese characters) – 40%
Cultural research and Writing (350 Japanese characters) – 40%

Reassessment methods

100% Coursework (Equivalent to 1,450 Japanese characters)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA3040 (Japanese Beginners); or equivalent level must be demonstrated

Progression

Students who complete this module successfully can progress onto WOLA5530 Japanese Pre- Intermediate in Autumn term of the next academic year.

Restrictions

Placement Test:

If you have studied Japanese before, but you have not taken one of our lower level modules, you need to take a placement test, which is available on the link below. The test is used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the relevant module. The convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

Synopsis <span style =

The curriculum content is intended to give students some familiarity, at a level comparable to lower A2 level on CEFR, with everyday life, activities and the culture in Japan. Topics for listening, speaking, reading and writing will focus on an elementary level of communication skills to explain very simple factual information on personal and very familiar topics such as talking about family, friends, one's house, hometown and university, and expressing past events and activities. Basic skills useful to people visiting Japan will be taught including ordering food, making very simple enquiries and asking for locations. An introductory level of Japanese culture will be covered such as festivals, geography including major cities and famous places.

The cultural aspects of the above topic areas will be taught in seminars, by means of course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA307	Arabic Beginners					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Read and write Arabic;
- 2 Demonstrate a familiarity with Arabic vocabulary equivalent to a Beginners level;
- 3 Demonstrate a basic understanding of the main points of standard materials in the target language related to basic and familiar topics in everyday life;
- 4 Express opinions and exchange basic information in the target language on very familiar topics;
- 5 Demonstrate a knowledge and understanding of the life and multiple cultures of the target language countries within the context of that area of study.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
- 2 Demonstrate basic intercultural awareness and understanding.

Method of Assessment

Main assessment methods
Assignment, Language Skills – 80%
In Course Test, Speaking – 20%

Reassessment methods
100% Coursework (Equivalent to 100 words)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Progression

Students who complete this module successfully can progress onto LA308 (WOLA3080) Arabic Elementary.

Restrictions

This module is not available for native speakers or near native speakers of Arabic.

If you have studied Arabic before you should get in touch with our Arabic Tutor, Dr Maggie Awadalla:
M.Awadalla@kent.ac.uk

Synopsis *

The curriculum content is intended to give students some familiarity, at a level comparable to A1 level on CEFR, with everyday life, activities and the culture in Arabic speaking countries. Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life including greetings and introductions, talking about oneself and getting to know each other. Basic skills useful to people visiting the areas, where the target language is spoken, including going out and buying objects will be taught. An introductory level of Arabic culture will be covered such as social interaction and geography including major cities.

The cultural aspects of the above topic areas will be taught in seminars, by means of Arabic language course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA308	Arabic Elementary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Read and write Arabic to an elementary level;
2. Demonstrate a familiarity with Arabic vocabulary equivalent to an elementary level;
3. Demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;
4. Express and exchange basic information in the target language in areas of immediate need or on familiar topics in simple terms;
5. Demonstrate a knowledge and understanding of life and multiple cultures of the target language countries within the context of the area of study.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
2. Demonstrate basic intercultural awareness and understanding.

Method of Assessment

Main assessment methods
Assignment: Language Skills – 80%
In Course Test, Speaking – 20%

Reassessment methods
100% Coursework Equivalent to 250 words)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA3070 (Arabic Beginners); or equivalent Level A1 of CEFR must be demonstrated

Progression

Students who complete this module successfully can progress onto WOLA5490 Arabic Pre-Intermediate.

Restrictions

This module is not available for native speakers or near native speakers of Arabic.

If you have studied Arabic before you should get in touch with our Arabic Tutor, Dr Maggie Awadalla:
M.Awadalla@kent.ac.uk

Synopsis *

The curriculum content is intended to give students some familiarity, at a level comparable to lower A2 level on CEFR, with everyday life, activities and the Arabic culture. Topics for listening, speaking, reading and writing will focus on an elementary level of communication skills to explain simple factual information on personal and familiar topics such as talking about distance between places, duration of time. Basic skills useful to people visiting the Arab world will be taught including topics related to travelling. An elementary level of the Arabic culture will be covered such as geography including major cities and famous places.

The cultural aspects of the above topic areas will be taught in seminars, by means of Arabic language course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA538		Mandarin Chinese Lower Advanced				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 60
Total Private Study Hours: 240
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 demonstrate a familiarity with commonly used authentic/colloquial Mandarin Chinese phrases and expressions comparable to lower advanced level;
- 2 demonstrate a strong understanding of standard speech spoken at a normal rate and follow complex lines of argument on familiar topics.
- 3 demonstrate an understanding of the main points of TV news, current affairs programmes and short films in standard dialect on familiar topics;
- 4 communicate with a degree of fluency: take an active part in discussions in familiar contexts by providing relevant explanations and arguments to sustain views;
- 5 demonstrate a deep understanding of the life and multiple cultures of the target language countries.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 communicate complex ideas clearly;
- 2 demonstrate deep intercultural awareness and understanding.

Method of Assessment

Main assessment methods

In Course Test, Speaking (max. 15 minutes) – 20%
Language Skills (Equivalent to 2,000 words) – 40%
Cultural research and Writing (1,000 Mandarin Chinese characters) – 40%

Reassessment methods

100% Coursework (Equivalent to 2,000 Mandarin Chinese Character)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5620 Mandarin Chinese Upper Intermediate or equivalent must be demonstrated.

Restrictions

If you have studied Mandarin Chinese before, but you have not taken one of our lower-level modules, you should get in touch with our Mandarin Tutor, Ms Ru Su: R.Su@kent.ac.uk.

Synopsis *

The curriculum will focus on ordinary people's lives in China and current affairs and issues around the world. One topic is covered each week or every two weeks, focusing on:

- * new phrases and expressions which are practiced during seminars to improve students understanding of the language and the embedded culture elements.
- * formal and colloquial expressions will be introduced to help students to be able to confidently understand and convey information about themselves and their environment, and express their feelings and wishes, across the four linguistic skills.
- * topics relevant to the modern world and contemporary Chinese society will be studied in depth to improve students' language ability to account for and sustain views clearly by providing relevant explanations and arguments for and against particular points of view.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA547		Japanese Lower Advanced				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 60
Total Private Study Hours: 240
Total Study Hours: 300

Cost

Core textbook: £36-£45 approximately.

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

1. Demonstrate a familiarity with Japanese characters comparable to lower-advanced level;
2. Demonstrate an understanding of the key points of standard speech and text on a range of social subjects widely discussed in a real life in Japan;
3. Express key points and structured opinions on complex subjects, using language flexibly and effectively with a broad range of lexical and grammatical features in an appropriate style;
4. Demonstrate an understanding and appreciation of Japanese culture.

The intended generic learning outcomes
On successfully completing the module students will be able to:

1. Communicate complex ideas clearly and independently;
2. Demonstrate deeper intercultural awareness and understanding.

Method of Assessment

Main assessment methods
In Course Test: Speaking (Max. 10 minutes) – 20%
Language Skills (Equivalent to 2,200 Japanese characters) – 40%
Cultural research and Writing (700 Japanese characters) – 40%

Reassessment methods
100% Coursework (Equivalent to 3,000 Japanese characters)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages:
<https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5580 Japanese Upper Intermediate or equivalent

Restrictions

Placement Test:

If you have studied Japanese before, but you have not taken one of our lower level modules, you need to take a placement test, which is available on the link below. The test is used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the relevant module. The convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

Synopsis *

The curriculum will focus on a range of topics students encounter in a real life in Japan, or will face when working in the country in the future. Topics include social subjects and current affairs which are widely discussed in Japan. Students also learn how to explain and discuss the main points of their own academic subjects. Various styles of readings and authentic audio materials will be used and discussions on the topics take place in seminars.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA549 Arabic Pre-Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 read and write and type in Arabic;
- 8 demonstrate a familiarity with Arabic vocabulary equivalent to upper pre-intermediate;
- 3 demonstrate a good understanding of the main points of standard materials on familiar matters in the target language regularly encountered in everyday life.
- 4 express opinions and exchange information in the target language on topics such as friendships, hobbies and travel, etc simple terms and initiate and sustain close simple, routine exchanges without undue effort.
- 5 demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
- 2 Demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods
Assignment, Language Skills 80%
In Course Test, Speaking 20%

Reassessment methods
100% Coursework (Equivalent to 500 words)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA3080 or equivalent must be demonstrated

Progression

Students who complete this module successfully can progress onto WOLA5500 Arabic Lower Intermediate.

Restrictions

If you have studied Arabic before you should get in touch with our Arabic Tutor, Dr Maggie Awadalla: M.Awadalla@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be able to demonstrate the ability to take a more active role in and greater ability to sustain communication. Students will be able to express how they feel and opinions in simple terms and initiate and sustain close simple, routine exchanges without undue effort.

Topics at a pre-intermediate level (comparable to an upper A2 level on the CEFR) will include everyday communication skills such as asking and giving directions, talking about family life.

The cultural aspects of the above topic areas will be taught through seminars and the means of Arabic language course books, video, audio materials.

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LA550	Arabic Lower Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 read and write and type in Arabic;
- 2 demonstrate an understanding of the main points of clear standard texts on familiar matters in the target language regularly encountered in university, work and leisure and with a degree of flexibility using a range of simple vocabulary and structures and demonstrating the use and understanding of more complex/intermediate level language with some precision;
- 3 express opinions and exchange information in the target language on familiar and/or routine topics such as personal experiences, events, travel in the Arab world, etc.;
- 4 demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries;
- 5 demonstrate a familiarity with Arabic vocabulary equivalent to lower-intermediate level.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
- 2 Demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods
Assignment, Language Skills 80%
In Course Test, Speaking 20%

Reassessment methods
100% Coursework (Equivalent to 750 words)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5490 or equivalent must be demonstrated

Progression

Students who complete this module successfully can progress onto WOLA5540 Arabic Intermediate.

Restrictions

If you have studied Arabic before you should get in touch with our Arabic Tutor, Dr Maggie Awadalla: M.Awadalla@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be equipped to understand and use Arabic with a degree of flexibility and a range to a lower intermediate language level (comparable overall to a lower B1 level). Students will be able to discuss topics that are familiar or pertinent to everyday life such as everyday conversational skills and interactions including university life, daily routine and study life as a student.

The module will include study of the target language culture and the development of insights into the Arab world. The cultural aspects of the above topic areas will be taught through seminars and the means of Arabic language course books, video, audio materials. There will be a balance between communicative activity and understanding of linguistic structure.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA551	Mandarin Chinese Pre-Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 read and write approximately an additional 250 Mandarin Chinese characters;
- 2 demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to pre- intermediate;
- 3 demonstrate a good understanding of the main points of standard materials in the target language related to basic topics in everyday life;
- 4 express opinions and exchange information in the target language on topics, such as personal information, location, shopping experiences, etc. in simple terms and initiate and sustain close simple, routine exchanges without undue effort;
- 5 demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 communicate ideas independently;
- 2 demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods
In Course Test, Speaking (Oral) – 20%
Assignment: Language Skills– 80%

Reassessment methods
100% Coursework (Equivalent to 500 Mandarin Chinese Character)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA3030 Mandarin Chinese Elementary or equivalent must be demonstrated.

Progression

Students who complete this module successfully can progress onto WOLA5520 Mandarin Chinese Lower Intermediate.

Restrictions

If you have studied Mandarin Chinese before, but you have not taken one of our lower-level modules, you should get in touch with our Mandarin Tutor, Ms Ru Su: R.Su@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be able to demonstrate the ability to take a more active role in and greater ability to sustain communication. Students will be able to express how they feel and opinions in simple terms and initiate and sustain close simple, routine exchanges without undue effort.

Topics at a pre-intermediate level (comparable to an upper A2 level on the CEFR) will include everyday communication skills such as asking and giving directions and shopping, skills useful to describe illness, describing people's appearance and personalities.

The cultural aspects of the above topic areas will be taught through seminars and the means of mandarin Chinese language course books, video, audio materials.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA552 Mandarin Chinese Lower Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 read and write approximately an additional 250 Mandarin Chinese characters;
- 2 demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to pre-intermediate;
- 3 demonstrate a good understanding of the main points of standard materials in the target language related to basic topics in everyday life;
- 4 express opinions and exchange information in the target language on topics, such as personal information, location, shopping experiences, etc. in simple terms and initiate and sustain close simple, routine exchanges without undue effort;
- 5 demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 communicate ideas independently;
- 2 demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods
In Course Test, Speaking (Oral) – 20%
Assignment: Language Skills– 80%

Reassessment methods
100% Coursework (Equivalent to 750 Mandarin Chinese Character)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5510 Mandarin Chinese Pre-Intermediate or equivalent must be demonstrated.

Progression

Students who complete this module successfully can progress onto WOLA5600 Mandarin Chinese Intermediate.

Restrictions

If you have studied Mandarin Chinese before, but you have not taken one of our lower-level modules, you should get in touch with our Mandarin Tutor, Ms Ru Su: R.Su@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be able to demonstrate the ability to take a more active role in and greater ability to sustain communication. Students will be able to express how they feel and opinions in simple terms and initiate and sustain close simple, routine exchanges without undue effort.

Topics at a pre-intermediate level (comparable to an upper A2 level on the CEFR) will include everyday communication skills such as asking and giving directions and shopping, skills useful to describe illness, describing people's appearance and personalities.

The cultural aspects of the above topic areas will be taught through seminars and the means of mandarin Chinese language course books, video, audio materials.s.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA553 Japanese Pre-Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 demonstrate a familiarity with Japanese characters equivalent to pre-intermediate proficiency;
- 2 demonstrate a good understanding of the main points of standard materials on familiar matters in the target language covered in everyday life;
- 3 express opinions and exchange information in the target language on topics such as personal information, locations, directions, occupations etc in simple terms and initiate and sustain close simple, routine exchanges without undue effort.
- 4 demonstrate knowledge and a critical understanding of the life and culture of Japan.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
- 2 Demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods

In Course Test: Speaking (Max. 4 minutes) – 20%
Language Skills (Equivalent to 1,200 Japanese characters) – 40%
Cultural research and Writing (400 Japanese characters) – 40%

Reassessment methods

100% Coursework (Equivalent to 1,600 Japanese characters)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA3050 Japanese Elementary or equivalent must be demonstrated.

Progression

Students who complete this module successfully can progress onto WOLA5610 Japanese Lower Intermediate.

Restrictions

If you have studied Japanese before you should get in touch with our Japanese Tutor, Ms Mano Suzuki: M.Suzuki@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be able to demonstrate the ability to take a more active role in and greater ability to sustain communication. Students will be able to express how they feel and opinions in simple terms and initiate and sustain close simple, routine exchanges without undue effort.

Topics at a pre-intermediate level (comparable to an upper A2 level on the CEFR) will include everyday communication skills such as asking and giving directions and weekend activities, skills useful to when visiting a doctor, describing people's appearance and personalities.

The cultural aspects of the above topic areas will be taught through seminars and the means of Japanese language course books, video, audio materials.

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LA554		Arabic Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 read and hand write and type in Arabic equivalent to an intermediate level;
- 2 demonstrate a familiarity with Arabic vocabulary equivalent to an intermediate level;
- 3 demonstrate a strong understanding of the main points of standard authentic materials in the target language on familiar matters regularly encountered in work, university and leisure;
- 4 express cogent arguments and exchange information, demonstrating a flexible range of vocabulary and structures on topics that are familiar, of personal interest or pertinent to everyday life in the target language.
- 5 demonstrate systemic understanding and acquisition of detailed and coherent knowledge of the life and multiple cultures of the target language countries within the context of study.

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas clearly and independently;
- 2 Demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods
Assignment, Language Skills 80%
In Course Test, Speaking 20%

Reassessment methods
100% Coursework (Equivalent to 1000 words)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5500 Arabic Lower Intermediate or equivalent must be demonstrated.

Progression

Students who complete this module successfully can progress onto WOLA5570 Arabic Upper Intermediate.

Restrictions

If you have studied Arabic before you should get in touch with our Arabic Tutor, Dr Maggie Awadalla:
M.Awadalla@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working and flexible knowledge of the target language and a firm level of communicative competence and confidence. By the end of the module students will be equipped to understand and use Arabic with a degree of flexibility and a range to an intermediate language level (comparable overall to an upper B1 level on the CEFR).

The curriculum will focus on real-life communication as a university student studying in the Arab world, by using complex expressions in an appropriate style of speaking. This includes talking about entertainments, giving and receiving compliments and gifts. Students will also read and listen to some simple news articles to understand relatively familiar topics in newspapers. Students will be exposed to topics related to travelling and living in the Arab world.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

LA557	Arabic Upper Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 read and write and type in Arabic equivalent to an upper-intermediate level;
- 2 demonstrate a familiarity with Arabic vocabulary equivalent to at upper-intermediate level;
- 3 demonstrate a strong understanding of the main points of standard authentic materials which include a particular point of view;
- 4 communicate on a good range of topics with varieties of expressions in the target language, demonstrating a degree of fluency and an ability to sustain communication with ease;
- 5 demonstrate a deep understanding of the life and multiple cultures of the target language countries on an appropriate level.

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Communicate and formulate ideas clearly and independently;
- 2 Demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods
Assignment, Language Skills: 80%
In Course Test, Speaking (Oral): 20%

Reassessment methods
100% Coursework (Equivalent to 1300 words)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5540 Arabic Intermediate or equivalent must be demonstrated.

Restrictions

If you have studied Arabic before you should get in touch with our Arabic Tutor, Dr Maggie Awadalla: M.Awadalla@kent.ac.uk

Synopsis <span style =

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be equipped to understand and use Arabic demonstrating a range of simple and complex structures and vocabulary to an upper-intermediate language level (comparable overall to a lower B2 level and language skills to adapt to the situation. By the end of the module, students will be able to communicate with a developed degree of effectiveness, fluency and spontaneity. Students also gains communicative skills in requesting course details from a university, registering on a University course, understanding Arab customs and traditions, gender roles and history. Various styles of writings are given. Discussions take place in the class on the topic areas covered in the module.

The module will include study of the target language culture and the development of insights into the culture and civilisation of the countries where the language is spoken.

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LA558		Japanese Upper Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 demonstrate a familiarity with Japanese characters equivalent to an upper-intermediate level;
- 2 demonstrate appropriate politeness in relevant social contexts, demonstrating a degree of fluency and an ability to sustain communication with ease;
- 3 demonstrate an understanding of the main points of authentic materials which include a particular point of view;
- 4 put forward and develop cogent arguments on topics that are reasonably familiar using a flexible range of structures and vocabulary with a degree of cohesion and spontaneity;
- 5 demonstrate understanding of the life and culture in Japan on an appropriate level.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Communicate complex ideas clearly and independently;
2. Demonstrate deeper intercultural awareness and understanding.

Method of Assessment

Main assessment methods
In Course Test: Speaking (Max. 5 minutes) – 20%
Language Skills (Equivalent to 1,900 Japanese characters) – 40%
Cultural research and Writing (600 Japanese characters) – 40%

Reassessment methods
100% Coursework (Equivalent to 2,500 Japanese characters)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5590 Japanese Intermediate or equivalent must be demonstrated.

Restrictions

If you have studied Japanese before you should get in touch with our Japanese Tutor, Ms Mano Suzuki: M.Suzuki@kent.ac.uk

Synopsis >*

The curriculum will focus on living in Japan, by using complex expressions in an appropriate style of communication. Topics covered in this module are job hunting including how to write a CV and make a telephone call in order to seek information for a part time job, making a complaint including a refund/an exchange of goods, and expressing one's opinion in a discussion on formal topics.

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module students will be equipped to understand and use Japanese demonstrating a range of simple and complex structures and vocabulary to an upper-intermediate language level (comparable overall to a lower B2 level and language skills to adapt to the situation. By the end of the module students will be able to communicate with a developed degree of effectiveness, fluency and spontaneity. Students also read and listen to news articles to gain knowledge of social issues and current affairs. Various styles of readings are given such as job description, biography and novel. Discussions take place in the class on the topic areas covered in the module.

The module will include study of the target language culture and the development of insights into the culture and civilisation of the countries where the language is spoken.

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LA559		Japanese Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 demonstrate a familiarity with Japanese characters equivalent to an intermediate level;
- 2 demonstrate a strong understanding of the main points of standard authentic materials on familiar matters regularly encountered in work, university and leisure;
- 3 express and exchange detailed information with an effective logical structure, demonstrating a flexible range of vocabulary and structures on topics that are familiar, of personal interest or pertinent to everyday life;
- 4 demonstrate a systematic understanding and acquisition of detailed and coherent knowledge of aspects of the life and culture in Japan within the context of study.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate complex ideas clearly and independently;
- 2 Demonstrate deeper intercultural awareness and understanding.

Method of Assessment

Main assessment methods

In Course Test: Speaking (Max. 5 minutes) – 20%
Language Skills (Equivalent to 1,700 Japanese characters) – 40%
Cultural research and Writing (500 Japanese characters) – 40%

Reassessment methods

100% Coursework (Equivalent to 2,200 Japanese characters)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5610 Japanese Lower Intermediate or equivalent must be demonstrated.

Progression

Students who complete this module successfully can progress onto WOLA5580 Japanese Upper Intermediate.

Restrictions

If you have studied Japanese before you should get in touch with our Japanese Tutor, Ms Mano Suzuki:
M.Suzuki@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working and flexible knowledge of the target language and a firm level of communicative competence and confidence. By the end of the module students will be equipped to understand and use Japanese with a degree of flexibility and a range to an intermediate language level (comparable overall to an upper B1 level on the CEFR).

The curriculum will focus on real-life communication as a university student studying in Japan, by using complex expressions in an appropriate style of speaking. This includes how to make formal requests, ask various permissions, and explain factual information of cities and towns. Students also read and listen to news articles to understand relatively familiar topics in newspapers. Various styles of readings are given such as formal letter, article and website providing factual information, for example, restaurant guide. Discussions take place in the class on the topic areas covered in the module.

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LA560		Mandarin Chinese Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 read and write approximately an additional 250 Mandarin Chinese characters at a level equivalent to an intermediate level;
- 2 demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an intermediate level;
- 3 demonstrate a strong understanding of the main points of standard authentic materials in the target language on familiar matters regularly encountered in work, university and leisure;
- 4 express cogent arguments and exchange information, demonstrating a flexible range of vocabulary and structures on topics that are familiar, of personal interest or pertinent to everyday life in the target language;
- 5 demonstrate a systematic understanding and acquisition of detailed and coherent knowledge of the life and multiple cultures of the target language countries within the context of study.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 communicate ideas clearly independently;
- 2 demonstrate deeper intercultural awareness and understanding.

Method of Assessment

Main assessment methods
In Course Test, Speaking (Oral) – 20%
Assignment: Language Skills – 80%

Reassessment methods
100% Coursework (Equivalent to 1,000 Mandarin Chinese Character)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5520 Mandarin Chinese Lower Intermediate or equivalent must be demonstrated.

Progression

Students who complete this module successfully can progress onto WOLA5620 Mandarin Chinese Upper Intermediate.

Restrictions

If you have studied Mandarin Chinese before, but you have not taken one of our lower-level modules, you should get in touch with our Mandarin Tutor, Ms Ru Su: R.Su@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working and flexible knowledge of the target language and a firm level of communicative competence and confidence. By the end of the module students will be equipped to understand and use mandarin Chinese with a degree of flexibility and a range to an intermediate language level (comparable overall to an upper B1 level on the CEFR).

The curriculum will focus on real-life communication as a university student studying in China, by using complex expressions in an appropriate style of speaking. This includes expressing general culture related customs such as weddings traditions, Chinese traditional clothes, and Chinese cuisines, renting accommodation, describing a room and negotiating prices. Students also read and listen to some simple news articles to understand relatively familiar topics in newspapers. Students will be exposed to the grammar that are useful when communicating with Mandarin Chinese native speakers for these topic areas.

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LA561	Japanese Lower Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1 demonstrate a familiarity with Japanese characters equivalent to lower intermediate level;
- 2 demonstrate an understanding of the main points of clear standard texts on familiar matters in the target language regularly encountered in university, part-time work and leisure and with a degree of flexibility using a range of simple vocabulary and structures and demonstrating the use and understanding of more complex/intermediate level language with some precision;
- 3 express opinions and exchange information in the target language on familiar and/or routine topics such as personal experience, outings, local events, showing appreciation with a degree of flexibility and range of vocabulary;
- 4 demonstrate knowledge and a critical understanding of the life and culture of Japan.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 Communicate ideas independently;
- 2 Demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods

In Course Test: Speaking (Max. 4 minutes) – 20%
Language Skills (Equivalent to 1,400 Japanese characters) – 40%
Cultural research and Writing (450 Japanese characters) – 40%

Reassessment methods

100% Coursework (Equivalent to 1,800 Japanese characters)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5530 Japanese Pre-Intermediate or equivalent must be demonstrated.

Progression

Students who complete this module successfully can progress onto WOLA5590 Japanese Intermediate.

Restrictions

If you have studied Japanese before you should get in touch with our Japanese Tutor, Ms Mano Suzuki: M.Suzuki@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be equipped to understand and use Japanese with a degree of flexibility and a range to a lower-intermediate language level (comparable overall to a lower B1 level). Students will be able to discuss topics that are familiar or pertinent to everyday life such as everyday conversational skills and interactions including casual and polite styles, opinions, gratitude and skills useful to talk about personal trips, kind actions

The module will include study of the target language culture and the development of insights into Japan. The cultural aspects of the above topic areas will be taught through seminars and the means of Japanese language course books, video, audio materials. There will be a balance between communicative activity and understanding of linguistic structure.

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LA562 Mandarin Chinese Upper Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30
Total Private Study Hours: 120
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 read and write approximately an additional 300 Mandarin characters at an equivalent to upper-intermediate level;
- 2 demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an upper-intermediate level;
- 3 demonstrate an understanding of the main points of authentic materials which include a particular point of view;
- 4 communicate on a good range of topics with varieties of expressions in the target language, demonstrating a degree of fluency and an ability to sustain communication with ease;
- 5 demonstrate a deep understanding of the life and multiple cultures of the target language countries on an appropriate level.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 communicate complex ideas clearly and independently;
- 2 demonstrate enhanced intercultural awareness and understanding.

Method of Assessment

Main assessment methods
In Course Test, Speaking (Oral) – 20%
Assignment: Language Skills – 80%

Reassessment methods
100% Coursework (Equivalent to 1,300 Mandarin Chinese Character)

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

WOLA5600 Mandarin Chinese Intermediate or equivalent must be demonstrated.

Progression

Students who complete this module successfully can progress onto WOLA5380 Mandarin Chinese Lower Advanced.

Restrictions

If you have studied Mandarin Chinese before, but you have not taken one of our lower-level modules, you should get in touch with our Mandarin Tutor, Ms Ru Su: R.Su@kent.ac.uk

Synopsis *

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be equipped to understand and use Mandarin Chinese demonstrating a range of simple and complex structures and vocabulary to an upper-intermediate language level (comparable overall to a lower B2 level and language skills to adapt to the situation. By the end of the module, students will be able to communicate with a developed degree of effectiveness, fluency and spontaneity. Students also gains communicative skills in requesting course details from a university, registering on a University course, understanding Chinese higher education system and Chinese festivals and traditions. Various styles of readings are given such as job description and curriculum vitae. Discussions take place in the class on the topic areas covered in the module.

The module will include study of the target language culture and the development of insights into the culture and civilisation of the countries where the language is spoken.

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LS505		Spanish Upper Intermediate B2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 60
 Private Study Hours: 240
 Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
 On successfully completing the module students will be able to:

- 1 Demonstrate increased vocabulary and improved knowledge and critical understanding of the Spanish language;
- 2 Demonstrate perfected skills in Spanish speaking, listening, reading, writing and translation;
- 3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will have learned how to apply their knowledge and understanding of the language in new and varied contexts;
- 4 Show a sophisticated knowledge of Spanish through translation and essay writing, and by summarising and expressing opinions on a variety of topics;
- 5 Converse with a native speaker of Spanish on current issues and course topics;
- 6 Demonstrate the ability to write in a good and grammatically correct Spanish, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to Spanish.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B2.

The intended generic learning outcomes.
 On successfully completing the module students will be able to:

- 1 Demonstrate key skills such as oral and written communication;
- 2 Demonstrate improved confidence in the interpretation of texts in another language;
- 3 Manage their time and prioritise workloads;
- 4 Demonstrate the ability to use learning resources independently;
- 5 Demonstrate mental agility and analytical capacity.

Method of Assessment

Main assessment methods

- Essay (600 words) – 15%
- English to Spanish Translation Assignment (400 words) – 15%
- Guided Comprehension Assignment (500 words) – 15%
- Audio-visual Comprehension In-Course Test (40 minutes) – 15%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

HISP3000 – Spanish Lower Intermediate B1; or equivalent ability to B1 of the CEFR must be demonstrated.

Synopsis *

This is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge provided in HISP3000 (Spanish Lower Intermediate B1), to consolidate students' vocabulary and improve their knowledge of written and spoken Spanish through immersion in a variety of texts, and to practise translation skills both from and into Spanish.

LS506		Spanish Advanced C1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 60
 Private Study Hours: 240
 Total Study hours: 300

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate consolidated and extended translation skills;
- 2 Demonstrate consolidated and extended ability to accurately recognise and use a range of registers in Spanish, and demonstrate enhanced sensitivity to the equivalent English registers;
- 3 Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the Spanish language;
- 4 Analyse and demonstrate a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both Spanish and English;
- 5 Demonstrate the benefit of having had regular oral practice in Spanish on an extensive range of topics, including academic topics, at an advanced level.

In addition, students registered for HISP5810 will be able to:

- 6 Demonstrate a thorough and critical understanding of the theoretical and practical problems involved with translation from English into Spanish and vice versa.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate consolidated and extended ability to identify and analyse concepts, and the relation between concepts, in both the target language and English;
- 2 Demonstrate the ability to converse in the target language on a range of topics, including academic topics, at an advanced level;
- 3 Demonstrate enhanced skills of oral as well as written presentation and self-expression;
- 4 Demonstrate the ability to engage in independent study and research through a variety of methods (including the use of dictionaries and grammars);
- 5 Demonstrate advanced translation skills.

In addition, students registered for HISP5810 will be able to:

- 6 Demonstrate advanced written compositional skills in the target language.

Method of Assessment

Main assessment methods

Assessment for HISP5060 will be as follows:

- Online Translation In-Course Test (80 minutes) – 20%
- Audio-visual Comprehension Assignment (Equivalent to 1,000 words) – 10%
- Essay (700 words) – 10%
- English to Spanish Translation Assignment (500 words) – 10%
- Spanish to English Translation Assignment (500 words) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List:

Beeby Lonsdale, A. (2009). Teaching Translation from Spanish to English: Words Beyond Words, Ottawa: University of Ottawa Press.

Haywood, L. (2009). Thinking Spanish Translation: A Course in Translation Method, Spanish to English, New York: Routledge.

Orellan, M. (2008). La traducción del inglés al castellano guía para el traductor, (3rd Edition). Santiago de Chile: Universitaria.

Zaro, J.J. (2012). Manual de traducción A Manual of Translation; textos españoles e ingleses traducidos y comentados, Madrid: Gedisa.

Pre-requisites

HISP5040 (Spanish Intermediate B1-B2); or HISP5050 (Spanish Upper Intermediate B2); or equivalent ability to B2 of the CEFR must be demonstrated.

Synopsis *

The module develops advanced proficiency in writing, speaking and comprehending Spanish. It concentrates on translation into Spanish and English and the development of analytical skills in the production of written and spoken Spanish.

Translation exercises confront students with a variety of advanced texts in different styles and registers, and encourage accuracy and critical reflection as well as acquisition and consolidation of grammatical structures. The language skills component combines discursive writing on advanced topics with the development of proper oral competence through discussion. Conversation classes with a native speaker develop presentational ability, and enable students to speak fluently and idiomatically at the advanced level.

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LS584		Spanish for Business				
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	

Contact Hours

Total Contact Hours: 20
Total Private Study Hours: 130
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Function confidently in Spanish on a social and professional level within a general professional context and be confident to undertake further professional training;
- 2 Communicate effectively to a variety of audiences and/or using a variety of methods in everyday situations in a professional context, including producing summaries/précis of business or economic texts (Common European Framework of Reference indicative level: B2/C1);
- 3 Understand and accurately use an extended vocabulary and specialised forms of expression and register of the contemporary Spanish business context.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Communicate and work as part of a team on a research and presentation project;
- 2 Problem solve by undertaking independent research in the library collections and using appropriate academic databases online;
- 3 Demonstrate transferable skills necessary for employment at the appropriate level in the target language: communication skills, marshalling information and being able to summarise it, playing an active role in meetings and other professional events.

Method of Assessment

Main assessment methods

- Assignment 1 (400 words) – 30%
- Assignment 2 (500 words) – 40%
- Group Presentation (20 minutes) – 30%

Reassessment methods

- 100% Coursework (3,000 words)

Preliminary Reading

Indicative Reading List

Butt, John, Benjamin, C. and Moreira Rodríguez, A. (2018). *A New Reference Grammar of Modern Spanish*. London: Routledge.
Prost, Gisele and Alfredo Noriega. (2014). *Al di@*. Curso superior de español para los negocios. SGEL: Barcelona.
Tano, Marcelo. (2011). *Expertos*. Curso Avanzado de Español orientado al mundo del trabajo. Madrid: Editorial Difusión.

Pre-requisites

HISP5040 – Spanish Intermediate B1-B2 or HISP5050 – Spanish Upper Intermediate B2, (or equivalent to language level B2 of the CEFR must be demonstrated)

Synopsis *****

This module will introduce students to the Spanish business environment, and will learn to be operational in such a context. As well as learning about essential aspects of companies and specific features of the Spanish language encountered in such an environment, students will broaden their knowledge of current events and economic issues through the use of a dossier of contemporary texts/articles, which will be exploited in a variety of ways: CVs, document analysis, or free composition. In terms of key skills, business skills and language skills, this module encourages the practice of meticulous accuracy.

Students will develop their confidence in the use of specialised terminology and appropriate register in a professional context.

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LS585 Professional Spanish						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20
Total Private Study Hours: 130
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Function, in Spanish, on a social and general professional level within a general business context;
- 2 Communicate effectively to a variety of audiences and/or using a variety of methods in predictable situations in a professional context (Common European Framework of Reference indicative level: B1/B2);
- 3 Understand and accurately use vocabulary and forms of expression of the contemporary general Spanish business context.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Communicate and work as part of a team on a research and presentation project;
- 2 Problem solve by undertaking independent research in the library collections and using appropriate academic databases online;
- 3 Demonstrate transferable skills necessary for employment at the appropriate level in the target language: communication skills, organisation of events, participation in meetings, liaison with colleagues and customer care.

Method of Assessment

Main assessment methods

- Assignment 1 (400 words) – 30%
- Assignment 2 (500 words) – 40%
- Group Presentation (20 minutes) – 30%

Reassessment methods

- 100% Coursework (3,000 words)

Preliminary Reading

Indicative Reading List

Butt, John, Benjamin, C. and Moreira Rodríguez, A. (2018). A New Reference Grammar of Modern Spanish. London: Routledge.

Corpas, Jaime. (2014). Aula Internacional 4 B2. Madrid: Editorial Difusión.

Hermoso, Ana, Goded, M. and Varela, R. (2005). Bienvenidos: Español para profesionales. Madrid: Editorial Enclave/ELE

Pre-requisites

HISP3020 – Spanish Beginners A1-A2 (or equivalent to language level A2 of the CEFR must be demonstrated)

Synopsis *

Students are taken through essential aspects of the conduct of business in Spain (and Spanish-speaking countries), both learning about those aspects and becoming familiar with specific features of the Spanish language encountered in a professional context. In terms of key skills, business skills and language skills, encourages the practice of meticulous accuracy.

Students will develop their confidence in the use of specialised terminology and appropriate register in a professional context.

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LS586 Spanish Beginners						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	60 (30)	100% Coursework	

Contact Hours

Total Contact Hours: 100
Private Study Hours: 500
Total Study Hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment);
- 2 Understand and translate into English short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment);
- 3 Communicate verbally and in writing in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;
- 4 Demonstrate knowledge and understanding of key cultural aspects connected to the Spanish language;
- 5 Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate problem-solving in individual and team work;
- 2 Use resources independently;
- 3 Manage their time and prioritise workloads;
- 4 Use information technology effectively.

Method of Assessment

Main assessment methods

Reading and Writing Online Test (50 minutes) – 25%
Audio-Visual Comprehension Online Test (50 minutes) – 25%
Oral In-Course Test (20 minutes) – 20%
Language Skills Online Test (50 minutes) – 30%

Reassessment methods

Reassessment Instrument: Like-for-like

Preliminary Reading

Indicative Reading List

Moreno Concha, Moreno Victoria and Zurita Piedad. (2019). Nuevo avance basico (A1-A2). Madrid: SGEL.
Oxford Compact Spanish Dictionary. (2013) Oxford: Oxford University Press.
Oxford Spanish Mini Dictionary. (2011) Oxford: Oxford University Press

Pre-requisites

None

Restrictions

Compulsory for Year in a Language [Spanish].
Not available as a 'Wild' module.

Synopsis *

This module is intended for absolute beginners in Spanish. It will begin by covering the basics of grammar, allowing students to acquire a stock of high frequency vocabulary and reach a degree of proficiency at pre-intermediate level. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while developing the speaking, listening, reading and writing skills.

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LS587 Spanish Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	60 (30)	100% Coursework	
1	Canterbury	Spring	H	60 (30)	100% Coursework	

Contact Hours

Total Contact Hours: 100

Private Study Hours: 500

Total Study Hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate enhanced knowledge and critical understanding of the Spanish language at intermediate level;
- 2 Demonstrate enhanced skills in Spanish speaking, listening, reading, writing and translation at intermediate level;
- 3 Critically assess sources of information which will be useful in the countries where the language is spoken, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;
- 4 Converse with a native speaker of Spanish expressing critical viewpoints.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate problem-solving in individual and team work;
- 2 Use resources independently
- 3 Manage their time and prioritise workloads;
- 4 Use information technology effectively.

Method of Assessment

Main assessment methods

Written Take Home Assignment (1,500 words) – 40%

Audio-Visual Comprehension Online Test (50 minutes) – 20%

Oral In-Course Test (20 minutes) – 20%

Language Skills Online Test (50 minutes) – 20%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative Reading List

Moreno Concha, Moreno Victoria and Zurita Piedad. (2012). Nuevo avance intermedio (B1). Madrid: SGEL

Oxford Compact Spanish Dictionary. (2013) Oxford: Oxford University Press.

Oxford Spanish Mini Dictionary. (2011) Oxford: Oxford University Press.

Pre-requisites

None

Restrictions

Compulsory for Year in a Language [Spanish].

Not available as a 'Wild' module.

Synopsis *

This module is the natural follow-on for those who have taken the intensive Spanish beginners course as part of the Year in Spanish, where they have covered the basics of grammar, acquired a stock of high frequency vocabulary and reached a degree of proficiency at pre-intermediate level. The module is designed to allow students, upon completion, to demonstrate a level of ability at intermediate level, turning students into independent users of Spanish, in both oral and written contexts. The course is thus also designed to prepare students for independent life in Spanish-speaking countries. It is an intensive course, which develops the student's active and passive aural and written skills.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SCL502		Languages in the Classroom				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Present subject related ideas and concepts concisely and coherently within a classroom setting;
- 2 Devise, develop and evaluate a specific idea or project;
- 3 Understand the importance of professional responsibility and of following professional guidelines;
- 4 Understand the National Curriculum and the role of Languages within the Curriculum;
- 5 Display knowledge of the organisation within schools and the management of people within them.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate effective communication skills, using a variety of methods, both one to one and with an audience;
- 2 Demonstrate self-analysis, problem-solving and critical evaluation;
- 3 Make effective use of IT skills to support and enhance their work;
- 4 Demonstrate the ability to manage their own learning by working through set material in a systematic manner and adhering to deadlines;
- 5 Work as part of a team, and at the same time maintain effective working relationships with other members of students.

Method of Assessment

Written Assignment 1 (2000 words) (40%)

Written Assignment 2 (2000 words) (40%)

Seminar Delivery (30 minutes) (20%)

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Barton, A. (2006). Getting the Buggers into Languages. London; New York: Continuum International Pub. Group.

Dudeney, G. (2007). The Internet and the Language Classroom [A Practical Guide for Teachers]. Cambridge: Cambridge University Press.

Lightbown, Patsy M. (2006). How Languages Are Learned. Oxford: Oxford University Press.

Pachler, N. and Redondo, A. (Eds.), (2006). Teaching Foreign Languages in the Secondary School - A Practical Guide.

London: Routledge.

Willis, D. (2007). Doing Task-based Teaching. Oxford: Oxford University Press.

Pre-requisites

None

Synopsis *

This module is aimed at those students who would like to follow a career as Primary or Secondary School teachers, but is also suitable to those who would like to consider a career in HE language teaching by providing them with the opportunity to develop their knowledge and understanding of Languages in the primary and secondary school context as well as in HE.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SCL504 European Political Cinema						
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	

Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate cogent understanding of the ways in which ideology functions within a mass media form such as the cinema;
- 2 Demonstrate conceptual understanding of current approaches to the relationship between film and politics;
- 3 Comprehensively analyse, using established techniques, the different ways in which cinema has functioned politically in a range of national, historical and political contexts within Europe;
- 4 Critically engage with a number of films and demonstrate coherent and detailed knowledge of different European national traditions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Deploy advanced communicative strategies in public presentations and discussions, and argue cogently under pressure from subject specialists and non-specialists;
- 2 Deploy comprehensive knowledge and systematic understanding of the well-established principles and concepts their subject matter in cogently argued written essays;
- 3 Undertake advanced, independent and specialised research using initiative, engaging critically with recent and advanced scholarship in the discipline;
- 4 Take responsibility for personal and professional learning and development.

Method of Assessment

Main assessment methods

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Seminar Presentation (10 minutes) – 20%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List:

Bordwell, D. and Thompson, K. (1994) 'Political Cinema in the West' in *Film History: An Introduction*. New York: McGraw-Hill

Kellner, D. (1993) 'Film, Politics, and Ideology: Towards a Multiperspectival Film Theory' in James Combs (ed.) *Movies and Politics: The Dynamic Relationship*. New York/ London: Garland Publishing

Halligan, B. (2016) *Desires for Reality: Radicalism and Revolution in Western European Film*. New York/ Oxford: Berghahn Books

Lombardi, G. (ed.) (2016) *Italian Political Cinema*. Oxford/ Bern/ Berlin/ Bruxelles/ Frankfurt/ New York/ Wien: Peter Lang

Tzioumakis, Y. and Molloy, C. (eds) (2016) *The Routledge Companion to Cinema and Politics*. London/ New York: Routledge

Pre-requisites

None

Restrictions

Only available as a 'Wild' module choice subject to individual students' programme requirements.

Synopsis *

This module examines the various ways in which cinema can be used to articulate a political message or advance a political cause. Drawing on films from the major Western European nations (e.g. France, German, Italy and Spain) and from a variety of historical periods from the 1930s to the present, it will examine and contrast the ideological functions of cinema in a range of different geopolitical contexts. The films studied will encompass a range of forms such as explicit propaganda films of the totalitarian regimes, left-wing counter-cultural filmmaking of the sixties, and popular genres such as the 'political thriller'.

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SCL505 Cultures of Sustainability						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Engage critically with multiple and complex meanings of the terms 'sustainable' and 'sustainability';
- 2 Demonstrate a critical understanding of the transnational need for sustainable cultural models;
- 3 Demonstrate an appreciation of ways in which ethnicities, cultures, geographies and languages maintain difference and diversity whilst sharing common pressures, practices and goals;
- 4 Apply concepts of sustainability to a range of different social and cultural contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Undertake independent research around the prescribed topics;
- 2 Synthesise and summarise information from a number of textual and visual sources;
- 3 Demonstrate methods of analysing, criticising and assessing logical arguments, and studying and reaching conclusions independently;
- 4 Construct a coherent argument supported by evidence and present written work appropriately;
- 5 Demonstrate the ability to manage their own learning by working through set material in a systematic manner and adhering to deadlines.

Method of Assessment

Main assessment methods

- Essay 1 (1,500 words) – 50%
- Essay 2 (1,500 words) – 50%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages: <https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis *****

What is sustainability? It has been defined in many ways, but the most frequently quoted definition is from 'Our Common Future', also known as the Brundtland Report (1987) which refers to 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' While the concept of sustainability has its roots in the natural sciences, it is becoming evident that theories and practices of sustainability are of relevance in social and cultural studies as much as biophysical relationships.

The module begins with an examination of the wide-ranging definitions of sustainability and of the contribution to the discourse from Humanities subjects. We proceed to analyse a range of case studies representing the four disciplines of Modern Languages in SECL at Kent: French, German, Italian and Hispanic Studies. The case studies highlight cultural practices ranging across time periods and geographies in which sustainable processes are key. They may include the cultural history of sustainability or 'Nachhaltigkeit' in the German context; the Cinema Ritrovato festival in Bologna, Italy; the debate in psychoanalysis on the themes of exploitation/sustainability and competition/cooperation in relation to ecological practices and the environment; the works of Martinique author Patrick Chamoiseau and the challenges to French/Eurocentric concepts of sustainability; and the culture and practice of urban organic farming – organopónicos – that arose out of the economic crisis in Cuba in the 1990s and which have circular economics, cultural development and educational practices at their core.

The module concludes with a consideration of how the case studies illustrate theories and practices of sustainability, and how in turn they may be considered catalysts for further engagement in questions of sustainability.

11 Centre for English and World Languages

GOLD500		Global Leadership Development				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	15 (7.5)	100% Coursework	

Contact Hours

150 hours as follows: Lectures and Workshops throughout the year totalling 24 hours; usually as two hour blocks, and 126 hours of independent study.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate awareness and understanding of internationalisation and its current relevance in the leadership context
- 8.2 Reflect on and identify how to maximise the benefits of an international academic community
- 8.3 Reflect on and evaluate different international perspectives

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate development of leadership qualities and project management skills in a global context
- 9.2 Critically reflect on their own development and identify areas to improve
- 9.3 Identify and develop their own cultural intelligence quotient
- 9.4 Demonstrate strong international communication skills in both verbal and written contexts

Method of Assessment

100% coursework:

Reflective journal (2,000 words; minimum 5 entries): 50%

Seminar participation: 20%

Presentation (5-8mins): 30%

Preliminary Reading

Killick, D. (2015) *Developing the Global Student: Higher Education in an Era of Globalization*. Abingdon, Oxon: Routledge.

Leask, B (2015) *Internationalizing the Curriculum*. Abingdon, Oxon: Routledge.

Livermore, D. (2015) *Leading with Cultural Intelligence: The Real Secret to Success*. New York: AMACON.

Pre-requisites

N/A

Synopsis

This module is a co-curricular venture, which provides a framework of activities for globally-minded undergraduate students to develop their leadership skills, global citizenship, and cultural awareness. This interactive and practical module will allow students to contribute and lead on internationalisation activities across the University, in particular the promotion of events and initiatives and to help inform the development and review of certain internationalisation ventures. Students will be required to follow and complete all the components for the GOLD Programme as outlined at kent.ac.uk/global/engagement#gold

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48 Centre for Journalism

JN003		Conference Year 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only	

JN004		Shorthand - NCTJ Certificate Year 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only	

JN005		Media Law - NCTJ Certificate Year 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	100% Exam	
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements	
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only	

JN006		News Writing Clinic				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	0 (0)	Pass/Fail Only	

JN007		Shorthand - NCTJ Certificate Year 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	0 (0)	Pass/Fail Only	

JN008		Conference Year 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	0 (0)	Pass/Fail Only	

JN014		Reporting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	100% Exam	
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements	

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JN016		Media Law Court Reporting (elective)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Spring	C	0 (0)	Pass/Fail Only	
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JN020		Broadcast Journalism 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Spring	C	0 (0)	100% Exam	
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JN021		Broadcast Journalism 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Spring	C	0 (0)	100% Exam	
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JN023		Video Journalism 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Spring	C	0 (0)	Pass/Fail Only	
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JN024		Video Journalism 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Spring	C	0 (0)	Pass/Fail Only	
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JN026		Production Journalism 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Spring	C	0 (0)	100% Exam	
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JN027		Production Journalism 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Spring	C	0 (0)	100% Exam	
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JN029		Media Court Reporting 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

1	Medway	Spring	C	0 (0)	100% Exam	
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JN031		Reporting 3				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements	
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only	

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JN500 Power without Responsibility - Media Power and Media Consumption in B						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Journalism
BA (Hons) Politics

Contact Hours

Total Contact Hours: 20
Private Study Hours: 130
Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the growth and nature of media power since 1945 and particularly its relationship with the political process
2. Set patterns of media consumption in their historical context
3. Evaluate the mechanisms of media regulation and critically assess their effectiveness
4. Demonstrate familiarity with the influence of broadcast media
5. Assess the continuing significance of the national, regional and local press
6. Critically assess the impact of the internet on media power and media consumption
7. Demonstrate awareness of the economic forces that have framed the press, broadcast and online industries since 1945 and the role of these industries in specific areas of political and cultural life

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of established techniques to initiate and undertake critical analysis of ideas and information
2. Effectively communicate information, arguments and analysis in written and oral forms
3. Develop existing skills of self-discipline, self-direction and reflexivity
4. Enhance their ability to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas

Method of Assessment

Main assessment methods

Essay – 50%
Examination – 50%

Reassessment methods

Like-for-like

Preliminary Reading

Allan, S (ed.) (2005), Journalism: Critical Issues, Open University Press, Maidenhead
Allan, S (ed.) (2010), The Routledge Companion to News and Journalism, Routledge, London
Barnett, S (2011), The Rise and Fall of Television Journalism, Bloomsbury, London
Conboy, M (2011), Journalism in Britain: a historical introduction, Sage, London
Curran, J and Seaton, J (2010), Power Without Responsibility: Press, broadcasting and the internet in Britain. 7th edn, Routledge, London
Fenton, N (ed.) (2010), New Media, Old News: Journalism and Democracy in the Digital Age, Sage, London
Franklin, B (2004), Packaging Politics: Political Communications in Britain's Media Democracy, 2nd edn, Hodder Arnold, London
Hargreaves, I (2003), Journalism: Truth or Dare? Oxford University Press, Oxford
Harrison, J (2006), News, Routledge, London
McNair, B (2009), News and Journalism in the UK, 5th edn, Routledge, London
Page, B (2011), Murdoch's Archipelago, rev edn, Simon & Schuster, London
Seymour-Ure, C (1996), The British Press and Broadcasting since 1945, 2nd edn, Blackwell, Oxford

Pre-requisites

JOUR3000 (JN300) History of Journalism
JOUR3020 (JN320) British Government and Politics

Synopsis ***/span>**

How news and information was accessed in 1945, the importance of national, regional and local newspapers and the role of radio. The impact of television on news consumption and the importance of ITN and the rise of commercial media. Relationship between journalism and political power, and the role of spin in the era of broadcast dominance. Changing patterns of foreign coverage and the understanding of faraway disasters. Reporting 'The Troubles' in Ireland and the role of journalism in uncovering miscarriages of justice. Emergence and growth of 24 hour rolling news on radio and television and its impact on the political process. Online reporting, blogging and citizen journalism

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN501		Principles and Practice of Convergent Journalism II			Journalism II	
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	45 (22.5)	100% Coursework	
1	Medway	Whole Year	I	45 (22.5)	75% Coursework, 25% Exam	

Availability

BA (Hons) Journalism – compulsory module

Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand complex processes, principles and skills involved in the professional production of news content for radio, television, print and online platforms
2. Demonstrate a detailed understanding of the concept and nature of television and radio news, how they differ from other media in their production processes and narrative grammar
3. Deploy advanced production techniques in recording, editing and distributing content for broadcast, in print and online
4. Demonstrate a detailed understanding of how print and broadcast techniques are being adapted and combined in an online environment
5. Use a range of online tools for journalistic research and reporting

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Deploy advanced communication skills to a range of audiences
2. Gather, organise and deploy information to formulate complex arguments cogently and communicate them fluently
3. Consider and evaluate their work with reference to professional standards
4. Understand the professional importance of working to deadlines

Method of Assessment

Main assessment methods

Blog Postings – 10%

News Conference Pitches – 10%

TV Assessment 1 – 20%

Print Assessment 2 – 20%

Radio Assessment 3 – 20%

Online Assessment 4 – 20%

Reassessment methods

100% coursework

Preliminary Reading

Geller V (2007), *Creating Powerful Radio*, Focal Press

Holland P, *The Television Handbook*, 2nd ed, Routledge

Hudson G and Rowlands S (2007), *The Broadcast Journalism Handbook*, Pearson Education

Ray V (2003), *The Television News Handbook: An insider's guide to being a great broadcast journalist*, Macmillan

Reeves, I (2014) *The Newspapers Handbook 5th Ed*, Routledge

Yorke I and Alexander R (2007), *Television News*, 4th ed, Focal Press

Zappaterra, Yolanda (2007) *Editorial Design*, Laurence King Publishing

Pre-requisites

JOUR3030 (JN303) Principles and Practice of Convergent Journalism I

Restrictions

Only available to BA Journalism students

Synopsis *

The culture of British television journalism, its history and development. Use of cameras, editing equipment and television studio production facilities. Team working in television production. Advanced use of print design software, image manipulation software and print production facilities. Advanced techniques in radio news programme production. Advanced techniques in multimedia journalism production. How social media and reader interactivity is changing journalism and the legal, ethical, technical and editorial implications.

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JN502 Reporting and Writing II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	I	30 (15)	100% Coursework	
1	Medway	Whole Year	I	30 (15)	70% Coursework, 30% Exam	

Availability

BA (Hons) Journalism – compulsory module

Contact Hours

Total Contact Hours: 88

Private Study Hours: 212

Total Study Hours: 300

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Continually reinforce and apply advanced reporting and writing with specific focus on the requirements of the industry and professional training bodies
2. Understand the differences between news stories, features, opinion columns and reviews and be able to write any of these whilst applying principles of accuracy and fairness.
3. Understand the basic principles of investigative reporting, including thorough research, following leads to a conclusion and treating statements by vested interests with due scepticism.
4. Use a single reporting foray to supply more than one outlet, such as text, radio, TV or internet.
5. Apply media law and ethics theory in their reporting.
6. Show awareness of major milestones in recent reporting history and critically engage with the skills employed and the impact achieved.
7. Apply shorthand skills to real news situations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently.
2. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline.
3. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Data journalism story – 25%

Essay (3,000 words) – 25%

Feature (2,000 words) - 25%

Timed newswriting test (45 minutes) – 25%

Reassessment methods

Like-for-like

Preliminary Reading

Bernstein, C and Woodward, B (2005), All The President's Men. London: Bloomsbury

Brooke, H (2006), Your Right to Know, London: Pluto

Randall, D (2021), The Universal Journalist, London: Pluto, 6th ed

Cameron, J (1967), Point of Departure. London: Panther Books

Pillger, J (2005), Tell Me No Lies. London: Vintage Books

Thompson, H S. (1967), Hell's Angels. New York, NY: Ballantine Books

Wolfe, T (1975), The New Journalism, London: Picador

Pre-requisites

Pre-requisite: JOUR3010 (JN301) Reporting and Writing I

Co-requisite: JOUR5110

Restrictions

Available to BA Journalism students only

Synopsis <span style =

How a feature differs from a news story and where feature ideas come from. Structuring lengthy pieces so they read coherently and hold the reader's interest. Writing reviews and opinion columns. Investigative reporting: following leads, 'standing up' a difficult story; handling 'off the record' and 'non' attributable material; protecting sources. Taking a news story and re-writing it for another medium, adding sound, pictures, links and interactive comments. Following a crime story/court trial through the press/TV/online. Turning the contents of official reports into news and feature articles. Textual analysis of the writing styles of groundbreaking journalists. Study of common journalism transgressions.

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JN503 Journalism Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Project	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 18

Private Study Hours: 432

Total Study Hours: 450

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Identify a story idea suitable for long form reporting on more than one platform
2. Show awareness of the challenges involved in compiling an extended piece of original journalism and of ways to surmount these challenges
3. Show awareness of the connection between a story idea and the methods and techniques available to convert that idea into an extended piece of original journalism
4. Show awareness of the need to be methodical and systematic in their reporting and to be critical in their appreciation of work done by other journalists
5. Demonstrate familiarity with the literature, theories, techniques and methods relevant to their project
6. Consolidate the learning they undertook in first and second years

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Gather, organise and deploy ideas and facts in order to create coherent and stimulating arguments and express them effectively in multimedia forms
2. Organise and manage a supervised, self-directed project
3. Deliver work to a given length, duration and format within deadline
4. Apply entrepreneurial skills in dealing with sources, audiences and markets
5. Put to use complex information communication technology using web-based multimedia technology, and develop, as appropriate, specific proficiencies in utilising a range of media technologies.

Method of Assessment

Main assessment methods

100% Project

Reassessment methods

100% coursework

Preliminary Reading

Biewen J and Dilworth A (2010), Reality Radio: Telling True Stories in Sound, University of North Carolina Press

Davies N (2009), Flat Earth News, Random House

McNeil P (2008), The Web Designer's Idea Book, How Publishing

Mercer D (2008), Building Powerful and robust websites with Drupal 6, Packt Publishing

Prof Rosenthal A (2007), Writing, directing and producing documentary films and videos, Southern Illinois University Press

Randall D (2007), The Universal Journalist, 3rd ed, Pluto Press

Sumner D and Miller H (2009), Feature and Magazine Writing, 2nd ed, Wiley-Blackwell

Zappaterra Y (2007), Editorial Design, Laurence King Publishing

Pre-requisites

JOUR3030 (JN303) Principles and Practice of Convergent Journalism I

JOUR5010 (JN501) Principles and Practice of Convergent Journalism II

JOUR3010 (JN301) Reporting and Writing I

JOUR5020 (JN502) Reporting and Writing II

JOUR3000 (JN300) History of Journalism

JOUR5000 (JN500) Power without Responsibility

Restrictions

Available to BA Journalism students only

Synopsis *

Development of techniques in long-form journalism. Identification of the story and research methods. Identification of most suitable platform(s) to tell a specific story. Developing key sources and newsgathering techniques. Formulating a narrative structure. Documentary sequences in audio and video. Multimedia presentation techniques. Honing writing styles. Editing techniques and styles in audio, video and multimedia. Delivery methods for journalism in the digital world.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN504 Principles and Practices of Convergent Journalism III						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	
1	Medway	Whole Year	H	45 (22.5)	75% Coursework, 25% Exam	

Availability

BA (Hons) Journalism – compulsory module

Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of the processes, principles and skills involved in writing and reporting news for television, radio, newspapers and online
2. Demonstrate a critical understanding of the concept and nature of news in all of its forms, and how the production processes in different media affect its narrative grammar
3. Demonstrate confidence with advanced production techniques and formats in recording, editing and transmission for print, television, radio and online journalism
4. Demonstrate current understanding of how print and broadcast techniques are being adapted and combined in an online environment
5. Demonstrate current understanding of how newsrooms are organised and confidence in performing a variety of roles connected with news production on different platforms
6. Demonstrate advanced understanding of online tools available to journalists for researching and reporting

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Confidently communicate complex ideas, tailoring the approach to suit a range of platforms and audiences
2. Confidently diagnose problems and propose solutions both autonomously and as part of a team
3. Gather, organise and deploy information to formulate complex arguments confidently and communicate them fluently
4. Consider and evaluate their work with reference to professional standards
5. Work productively in a group or team, showing abilities to contribute or to lead

Method of Assessment

Main assessment methods

Reporter assessment 1 – 15%

Reporter assessment 2 – 15%

Reporter assessment 3 – 15%

Solo Print – 15%

Solo Radio – 15%

Solo TV – 15%

Overall Performance – 10%

Reassessment methods

100% coursework

Preliminary Reading

Geller V (2007), *Creating Powerful Radio*, Focal Press

Holland P (2000), *The Television Handbook*, 2nd ed, Routledge

Hudson G and Rowlands S (2007), *The Broadcast Journalism Handbook*, Pearson Education

Leslie J (2003), *MagCulture: New Magazine Design*, Laurence King Publishing

Reeves I (2014) *The Newspapers Handbook*, 5th Ed, Routledge

Ray V (2003), *The Television News Handbook: An insider's guide to being a great broadcast journalist*, Pan Books

Yorke I and Alexander R (2001), *Television News*, 4th ed, Focal Press

Zappaterra Y (2007), *Editorial Design*, Laurence King Publishing

Pre-requisites

Pre-requisite JOUR3030 (JN303) Principles and Practice of Convergent Journalism I

Pre-requisite JOUR5010 (JN501) Principles and Practice of Convergent Journalism II

Restrictions

This module only available to student on BA Journalism

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Synopsis *

The culture of British radio, television, newspaper and online journalism, its history and development. Advanced use of cameras, audio recorders, editing equipment and radio and television studio production facilities. Advanced techniques in television news programme production. Advanced use of print design software, image manipulation software and print production facilities. Advanced techniques in radio news programme production. Advanced techniques in multimedia journalism production. How social media and reader interactivity is changing journalism and the legal, ethical, technical and editorial implications.

JN506		Advanced Multimedia Storytelling				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	80% Coursework, 20% Exam	

Availability

BA (Hons) Journalism – optional module

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate advanced understanding of online tools available to journalists for researching and reporting.
2. Demonstrate advanced design, presentation and production techniques in digital publishing and an appreciation of how these affect user perception
3. Demonstrate an understanding of how mobile platforms are changing the way some journalism is consumed
4. Produce journalism using collaborative and non-linear processes
5. Think critically about the rise of social media and its impact on the dissemination of news
6. Augment understanding of newsroom operations and the preparation and production of news on different platforms.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use information technology to confidently perform a range of complex tasks
2. Identify and define problems and confidently propose solutions
3. Learn how to gather, organise and deploy ideas and sustain narrative, argument and analysis
4. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Online Journalism Project (80%)

Project Diary (1,000 words) (20%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Flash Journalism: How to create multimedia packages, by Mindy McAdams (Focal Press 2005)

Supermedia: Saving Journalism so it can save the world, by Charlie Beckett (Wiley Blackwell, 2008)

We The Media by Dan Gillmor (O'Reilly Media 2006)

Multimedia Journalism: a practical Guide by Andy Bull (Routledge, 2010)

MediaActive: a user's guide to finding, following and creating the news by Dan Gillmor (O'Reilly Media 2010)

Journalism Next: a Practical guide to digital reporting and publishing by Mark Briggs (CQ Press 2009)

Pre-requisites

JOUR3030 Principles and Practice of Convergent Journalism I

JOUR5010 Principles and Practice of Convergent Journalism II

Synopsis *

Indicative topics are:

- Linear and non-linear narrative structures.
- The use of online and open-source tool research to create journalism projects.
- The power of interactivity. Putting the user in control of the story.
- Visualisation of data.
- Using crowd-sourced material to develop and augment core reporting.
- Techniques for adapting and creating journalism for mobile media.
- How social media and reader interactivity is changing journalism and the legal, ethical, technical and editorial implications.

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JN508		Communication and Humanitarianism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Journalism – optional module

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate comprehensive familiarity with the influence of broadcast media in the political sphere and on the voluntary sector

8.2 Critically assess the impact of the internet on media power and media consumption.

8.3 Demonstrate acquired knowledge of the central role that communications and media play at national, international and global levels of

economic, political and social organisations along with the ability to articulate and explore the implications of this.

8.4 Demonstrate critical awareness of the diversity of approaches to understanding communication and media in historical and contemporary contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Consider alternate views and exercise a degree of independent and informed critical judgement in analysis

9.2 Engage with forms of critical analysis, argument and debate expressed through an appropriate command of oral and/or written communication

9.3 Manage independent learning and to make use of scholarly reviews and primary sources

9.4 Devise and sustain arguments and solve problems using ideas and techniques, including those at the forefront of the discipline.

Method of Assessment

Main assessment methods

Essay 1 (2500 words) (35%)

Presentation (30%)

Essay 2 (2500 words) (35%)

Reassessment methods

Like for Like

Preliminary Reading

Allen, Tim and Seaton, Jean. "Introduction", in Tim Allen and Jean Seaton (eds), *The Media of Conflict: War Reporting and Representations of Ethnic Violence*, London: Zed Books, 1990

Cottle, Simon. *Global Crisis Reporting*. Berkshire: Open University Press, 2009

De Waal, Alexander. *Famine Crimes*. Indiana University Press, Bloomington, 1997

Franks, Suzanne, *Reporting Disasters - Aid and the media*, forthcoming from Hurst and Colombia

Robinson, Piers. *CNN Effect: The myth of news, foreign policy and intervention*. London: Routledge, 2002

Vaux, Tony. *The Selfish Altruist: Relief Work in Famine and War*. London: Sterling, VA: Earthscan, 2001.

Pre-requisites

None

Synopsis *

Indicative topics are:

- The changing patterns of foreign news coverage in the post war period, with particular reference to the developing world (colonial, cold war and 1990s)
- Case studies of foreign disasters and the media interpretation; Biafra, Ethiopia, Rwanda, Asian Tsunami.
- The role of citizen journalism in the coverage of faraway disasters
- The media understanding of types of disaster and complex emergencies, with reference to aid efforts and humanitarian intervention.
- The growth and emergence of NGOs, their use of marketing and communication techniques
- The role of the media in raising awareness for charitable fundraising.
- 24 hour news and the CNN effect

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JN509 Reporting Conflict						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Hons) Journalism – optional module

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022 - assessment pattern is not exactly what the spec says (vis-a-vis the essay plans, but convenor advises that this is what the 'seminar participation' actually is(!))

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the evolution of conflict reporting since 1935
2. Devise and sustain complex arguments concerning issues including the roles of censorship, propaganda and embedding
3. Demonstrate a detailed understanding of current professional practice in conflict reporting
4. Demonstrate detailed knowledge of current research in conflict reporting
5. Critically evaluate the range of attitudes and values arising from the complexity and diversity of contemporary conflict reporting.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of advanced techniques to initiate and undertake critical analysis of ideas and information.
2. Effectively communicate information, arguments and analysis.
3. Demonstrate advanced skills of self-discipline, self-direction and reflexivity.
4. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas.

Method of Assessment

Main assessment methods

40% Essay 1 (3,000 words)

40% Essay 2 (3,000 words)

10% Essay Plan 1

10% Essay Plan 2

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Hastings, M (2000). *Going to the Wars*. London: Macmillan.

Knightley, P (2006). *The First Casualty: The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq*. US: John Hopkins.

Loyd, A (2000). *My War Gone By, I miss it so*. London: Anchor.

Loyn, D (2006). *Frontline: The True Story of the British Mavericks Who Changed the Face of War Reporting*. London: Michael Joseph.

Simpson, J (2008). *News From No Man's Land: Reporting the World*. London: Pan.

Waugh, E (2003). *Scoop: A Novel About Journalists*. London: Penguin.

Pre-requisites

None

Synopsis <span style =

Indicative topics are:

- How conflict reporting has developed from the 1930s to the digital multimedia reporting of the 21st century
- Journalism, patriotism and propaganda: war as a severe test of journalistic integrity and independence
- Embeds, independents and reporters' security
- Reporting terrorism
- The political impact of war reporting

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JN511 Freedom of Expression, the Law and the Media						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	60% Coursework, 40% Exam	
1	Medway	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Availability

Compulsory to the following courses: BA (Hons) Journalism

Contact Hours

Total Contact Hours: 42
Private Study Hours: 258
Total Study Hours: 300

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand, in detail, those elements of the English legal system within which the law relating to freedom of expression and the media is administered.
2. Identify the main literature and sources relevant to the law relating to freedom of expression and the regulation of the media, and to use key research techniques in locating and using those materials.
3. Identify the main functions and principles of law relating to freedom of expression and the media.
4. Understand, critically, the ethical principles underlying the notion of freedom of expression, its promotion by the state and also the restrictions placed upon it by the law in England and Wales.
5. Critically assess the tensions between the state's support of freedom of expression and the legal restrictions placed upon it.
6. Critically examine the role of a free media in a democracy.
7. Understand and critically examine the efficacy of the restrictions placed upon the media by the law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of established techniques to initiate and undertake critical analysis of ideas and information.
2. Engage in meaningful debate about issues faced by media professionals.
3. Use primary and secondary source material to present accurate and reasoned arguments.
4. Correctly apply the law to complex scenarios.
5. Consider and evaluate their work with reference to professional standards.

Method of Assessment

Main assessment methods

Coursework – essay (2500 words) - 30%
Coursework – essay (4000 words) - 70%

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Barendt E (2005), *Freedom of Speech*, 2nd edn, OUP, Oxford.
Barendt E et al (2014), *Media Law: Text, Cases and Materials*, 2nd edn, Pearson education, Harlow.
Fenwick H and Phillipson G (2006), *Media Freedom under the Human Rights Act*, OUP, Oxford.
Hanna M and Dodds M (2020), *McNae's Essential Law for Journalists*, 25th edn, OUP, Oxford.
Quinn F (2018), *Law for Journalists*, (6th edn, Pearson Education, Harlow.

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's reading list pages.

Pre-requisites

None

Restrictions

Only available to BA Journalism students. Compulsory to the BA (Hons.) Journalism

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Synopsis *

Basic Introduction to the English legal system. Introduction to the theory of, and law relating to, Freedom of Expression. Defamation. Breach of confidence and privacy. Contempt of Court. Reporting – courts and current events. Protection of journalists and their sources. Censorship. Copyright. Freedom of Information and Data Protection. Official Secrets.

JN512		Sports Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	70% Coursework, 30% Exam	
1	Medway	Spring	H	15 (7.5)	70% Coursework, 30% Exam	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the cultural, historical and social context within which sports journalism has developed since the beginning of the Twentieth Century.
- 8.2 Apply key reporting processes, principles and skills learned in Reporting and Writing I and Reporting and Writing II in previous years to the particular demands of sports journalism in print and online.
- 8.3 Understand the regulatory framework of sports in the UK and the extent to which sports journalists hold regulatory and funding bodies to account.
- 8.4 Understand the impact that increasing commercialisation has had on major sports and on the way sports are reported.
- 8.5 Use online tools to produce instant minute-by-minute updates of live sporting events, followed by detailed match reports within minutes of the final whistle.
- 8.6 Read widely within the genre of sports journalism and understand the difference between news, commentary, analysis and features in that context.
- 8.7 Learn the practical skills necessary to pass the National Council for the Training of Journalists' exam in sports journalism, as part of the professionally recognised NCTJ diploma.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gather, organise and deploy information to make arguments coherently and communicate them to a professional standard.
- 9.2 Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
- 9.3 Make use of appropriate terminology when writing or speaking about sports.
- 9.4 Consider and evaluate their work with reference to professional standards.

Method of Assessment

Main assessment methods

Match Report (1,000 words) (30%)

Feature (3,000 words) (40%)

Examination, 2 hour (30%)

Reassessment methods

Like for Like

Preliminary Reading

Sports Journalism by Phil Andrews (Sage, 2005)

Sports Journalism: Context and Issues by Raymond Boyle (Sage, 2006)

The Pits: The Real World of Formula One by Beverley Turner (Atlantic Books, 2004)

The Great Reporters by David Randall (Pluto Press, 2005)

Journalism: Principles and Practice by Tony Harcup (Sage, 2009)

Pre-requisites

JOURN3010 Reporting and Writing I

JOURN5020 Reporting and Writing II

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Synopsis *

Indicative topics are:

- Writing match reports, analysis and commentary for print and online to tight deadlines
- Using online tools, including social media, to produce minute-by-minute coverage of live events and increase audience
- Understand the impact of new media on sports journalism
- The social, historical and cultural context of sports journalism.
- Running too close to the circus – "fans with typewriters" and sports journalism's relationship with the PR industry
- The impact of commercialisation of sport on sports journalism
- Holding sports bodies to account – the structure of governing bodies and government departments

JN513		Political Reporting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
1	Medway	Spring	H	15 (7.5)	60% Coursework, 40% Exam	
1	Medway	Spring	H	15 (7.5)	70% Coursework, 30% Exam	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding of key features of the structural relationship between the fields of politics and journalism.
- 8.2 Demonstrate a detailed knowledge about source influence models and be able to critically evaluate debates about the merits of particular models.
- 8.3 Demonstrate a comprehensive knowledge of the recent historical evolution of governmental communication processes and parliamentary reporting practices.
- 8.4 Demonstrate a systematic understanding of how social media and the 24-hour news cycle are transforming political journalism and be able to critically assess the merits and shortcomings of such technological and economic changes in the production of quality journalism.
- 8.5 Demonstrate detailed knowledge about language use and the exercise of power relations in interrogative encounters between journalists and politicians.
- 8.6 Demonstrate a comprehensive knowledge of journalistic framings of leadership and public opinion in political reporting.
- 8.7 Demonstrate a systematic understanding of the complex interplay between news and opinion in political reporting and evaluate such changes in the contexts of the contributions of journalism to the democratic health of a society.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding of the key concepts and theories of the relevant academic literature.
- 9.2 Critically evaluate and apply knowledge of relevant concepts and theories in the formulation, framing and execution of textual analysis projects.
- 9.3 Comprehensively implement research and writing skills in individual written work.
- 9.4 Comprehensively implement oral communication skills in group study contexts.
- 9.5 Exercise independent learning skills and organise their study in an efficient and disciplined manner.

Method of Assessment

Main assessment methods

Essay (4000 words) (60%)

Examination, 2 hour (40%)

Reassessment methods

Like for Like

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Preliminary Reading

Benson, R. & Neveu, E. (2005) (eds.) Bourdieu and the Journalistic Field. Malden, MA: Polity.
Cottle, S. (ed.) (2003) News, Public Relations and Power. London: Sage.
Franklin, B. (2004) Packaging Politics: Political Communications in Britain's Media Democracy. 2nd edn. London: Arnold.
Hargreaves, I. (2003) Journalism: Truth or Dare? Oxford: Oxford University Press.
Kuhn, R. & Neveu, E. (eds.) (2002) Political Journalism: New challenges, new practices. London: Routledge.
McNair, B. (2000) Journalism and Democracy: An evaluation of the political public sphere. London: Routledge

Pre-requisites

None

Restrictions

Closed to exchange and short term students

Synopsis *

This module examines the reporting practices of political journalists, the institutional contexts of political journalism, and the interactions between journalists and sources across different forms of political reportage. It assesses the power of governmental communication, and the changing nature of contemporary political journalism. Forms of political reportage that will be investigated include: parliamentary reporting, political commentary, interviews and press conferences, and the role of social media in political reportage.

JN514 Propaganda-Media, Manipulation and Persuasion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Hons) Journalism - compulsory

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding and critical awareness of key features and methods of propaganda and its dissemination through the media.
- 8.2 Demonstrate a detailed knowledge of and be able to critically evaluate debates on the application of particular models of propaganda.
- 8.3 Demonstrate a comprehensive knowledge of the historical evolution of propaganda and of the means of dissemination through the constantly changing forms of media from word of mouth to social media, and be able to critically reflect on the consequences of media development for the content and form of propaganda.
- 8.4 Demonstrate a comprehensive knowledge of the use of propaganda during wartime – with detailed knowledge of specific examples drawn from the wars of the 20th and 21st centuries.
- 8.5 Demonstrate a comprehensive knowledge and systematic understanding of the use of language in using propaganda to influence public opinion and human behaviour.
- 8.6 Demonstrate a systematic understanding of the spectrum of propaganda in the media.
- 8.7 Demonstrate a systematic understanding of the contexts of propaganda usage and the importance of content and intent analysis as measures of the phenomenon.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding of the key concepts and theories of the relevant academic literature.
- 9.2 Critically evaluate and apply knowledge of relevant concepts and theories in the formulation, framing and execution of textual analysis projects.
- 9.3 Demonstrate strong research and writing skills.
- 9.4 Demonstrate strong oral communication skills.
- 9.5 Exercise independent learning skills and organise their study in an efficient and disciplined manner.

Method of Assessment

Main assessment methods

Essay (2500 words) (35%)

Presentation (30%)

Essay (2500 words) (35%)

Reassessment methods

Like for Like

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Preliminary Reading

Jacques Ellul, Propaganda: The Formation of Men's Attitudes, New York: Vintage, 1973
Garth Jowett and Victoria O'Donnell, Propaganda and Persuasion, Thousand Oaks, Ca: Sage, 2006
Edward Herman and Noam Chomsky, Manufacturing Consent: The Political Economy of Mass Media, New York: Pantheon Books, 1988
Keith Somerville, Radio Propaganda and the Broadcasting of Hatred: Historical Development and Definitions, Basingstoke: Palgrave/Macmillan, 2012
Phillip Taylor, Munitions of the Mind: A history of propaganda from the ancient world to the present day, Manchester: Manchester University Press, 2003 edition
David Welsh, Propaganda: Power and Persuasion, London: British Library, 2013

Pre-requisites

None

Restrictions

Closed to exchange and short term students

Synopsis */span>

The module examines the role of propaganda as a means of communication and persuasion and deals with the definitions, content, intent and methods of propaganda. It involves study and critical assessment of the role of propaganda in the two world wars, the Cold War, apartheid South Africa, Rwanda and contemporary conflicts and politics.

JN515 Reporting the Second World War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 24
Private Study Hours: 126
Total Study Hours: 150

Department Checked

29/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding and critical awareness of the key features and methods of reporting politics and international affairs in British newspapers between 1936 and 1945.
- 8.2 Show a systematic understanding and critical awareness of the key features and methods of reporting politics and international affairs on BBC Radio between 1936 and 1945.
- 8.3 Demonstrate a detailed knowledge of and be able to critically evaluate debates on the role of British newspaper and broadcast journalism during this period.
- 8.4 Demonstrate a comprehensive knowledge of the evolution of newspaper journalism and be able to critically reflect on the conduct of newspapers between 1936 and 1945.
- 8.5 Demonstrate a comprehensive knowledge of the evolution of radio journalism and be able to critically reflect on the conduct of the BBC between 1936 and 1945
- 8.6 Demonstrate a comprehensive knowledge of the reporting of appeasement and war in British national newspapers and BBC Radio.
- 8.7 Demonstrate a comprehensive knowledge and systematic understanding of the relationships between journalists and the British state between 1936 and 1945.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding of key arguments and theories in the relevant academic literature.
- 9.2 Critically evaluate and apply knowledge of relevant concepts and theories in the formulation of historical arguments.
- 9.3 Demonstrate strong independent research skills.
- 9.4 Demonstrate strong oral and written communication skills.
- 9.5 Exercise independent learning skills and organise their study in an efficient and disciplined manner.

Method of Assessment

Main assessment methods

Essay (3000 words) (40%)
Examination, 2 hour (40%)
Seminar presentation (20%)

Reassessment methods

Reassessment Instrument: 100% examination

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Preliminary Reading

Angus Calder, *The People's War*, London: Pimlico, 2008

Richard Cockett, *Twilight of Truth: Chamberlain, Appeasement and the Manipulation of the Press*, London, Weidenfeld and Nicolson, 1989

Daniel Hucker, *Public Opinion and the End of Appeasement in Britain and France*, Farnham, Ashgate Publishing, 2011

Desmond Hawkins (Ed) *War Report: BBC Radio Dispatches from the Front Line, 1944-1945*, BBC Books, 2014

Tim Luckhurst, *Excellent but Gullible People, The Press and the People's Convention*, *Journalism Studies* Volume 14, No.1 pp. 62-77, 2013

Tim Luckhurst and Lesley Phippen, *George Orwell versus Vera Brittain: Obliteration Bombing and the Tolerance in Wartime of Dissent in Weekly Political Publications*, *George Orwell Studies*, Vol.2 No.1, pp. 6 – 20, 2017

Pre-requisites

None

Restrictions

Closed to exchange and short term students

Synopsis *

The module examines the role and performance of British newspaper and radio journalism from the Abdication Crisis of 1936 until the end of the Second World War in Europe. It explores the relationships between government and press and government and the BBC during the era of appeasement and war. The module assesses how journalism responded to the challenge of holding power to account in a democracy at war. It explores the difference between security censorship and policy censorship. It examines journalists' role in creating the myth of the blitz and the concept of people's war. It assesses the parts played by popular and quality newspapers in speaking truth to power on issues of strategic policy and popular controversy. Journalists in a democracy at war face intense pressure to exercise self-censorship in the national interest. The module explores the extent to which journalists succumbed willingly to this pressure and the extent to which they resisted it in the public interest. It examines the growth of the BBC in wartime and reflects on the relationship between the corporation and increasingly powerful popular newspapers.

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JN517 Dissertation in Journalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 28

Private Study Hours: 422

Total Study Hours: 450

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Identify, plan and sustain a supervised study in a specific area of Journalism
2. Understand the epistemological and methodological issues involved in research projects in journalism, and the relationship between these concepts
3. Conceptualise a question for investigation in the field of multimedia journalism, and to design the appropriate research methodology
4. Deploy the appropriate concepts in the study of journalism
5. Evaluate and interpret practical and/or theoretical concepts and principles relating to journalism

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Work with theoretical knowledge and apply theory to practical issues
2. Show awareness of the ethical, theoretical, epistemological and methodological dimensions of the scholarly work done in their discipline in general and their own work
3. Undertake analysis of existing areas of knowledge and make carefully constructed arguments
4. Achieve a level of conceptual understanding that will allow them to critically evaluate research, policies and practices
5. Use the libraries, the internet, bibliographic search engines, online resources, and effectively conduct research

Method of Assessment

Main assessment methods

Presentation – 10%

Plan (2,000 words) – 20%

Dissertation (10,000 words)- 70%

Reassessment methods

Like for like

Preliminary Reading

Altheide, D.L and Schneider, C.J. (2013), *Qualitative Media Analysis*. London: Sage

Atton, C. (2002) *Alternative Media*, London: Sage

Bignell, J. (1997) *Media Semiotics: An Introduction*, Manchester: Manchester University Press

Brennen, B. (2013) *Qualitative Research Methods for Media Studies*, New York: Routledge

Frost, C. (2000) *Media Ethics and Self-Regulation*, Harlow: Pearson Education

Gunter, B. (2000) *Media Research Methods: Measuring Audiences, Reactions and Impact*, London: Sage

Pink, S. (2007) *Doing Visual Ethnography: Images, Media, and Representation in Research*, London: Sage

Reeves, I (2014) *The Newspapers Handbook*, London: Routledge

Walliman, N.B. (2001) *Your Research Project: A Step-by-Step Guide for the First-Time Researcher*, London: Sage

Pre-requisites

None

Synopsis *

Students will build on and integrate their knowledge, skills and experience by undertaking an independent research project in the form of a supervised dissertation. Research can be undertaken in a broad range of areas, however it is expected that the content of the thesis will demonstrate clear links to other elements of the programme, for example, focusing on an aspect of the cultural and/or institutional role of journalism. The finished dissertation/project will therefore represent the synthesis and culmination of the skills and knowledge gained elsewhere on the programme.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN518 Essentials of Feature Writing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Joint Honours) One Other Subject With Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate advanced reporting and writing skills to produce a range of news and features content for a defined audience
2. Develop a deeper understanding of feature content across a wide range of publications and the importance of knowing your audience
3. Critically explore the writing styles of notable contemporary feature writers, interviewers and reviewers
4. Understand how to develop valid feature ideas with reference to the current news agenda and a detailed understanding of news values
5. Understand the ethical and legal principles that underpin the use of opinion in journalism

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
2. Engage critically with information from primary and secondary sources
3. Reflect upon the relevance of the student's own cultural commitment and positioning
4. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
5. Consider and evaluate their own work and the work of others with reference to professional standards
6. Use information technology to perform a range of tasks

Method of Assessment

Main assessment methods

Review article (500 words) – 20%

Feature Article (1,000 words) – 60%

Reflective essay (500 words) – 20%

Reassessment methods

Like for like

Preliminary Reading

Barber, L. (2014), *A Curious Career*, Bloomsbury

Ebert, R. (2000), *I Hated, Hated, Hated This Movie*, Andrews McMeel

Harcup T (2009), *Journalism Principles and Practice*, Sage Publications

Keeble, R. and Reeves, I. (2014), *The Newspapers Handbook*, Routledge

Kermode, M. (2014), *Hatchet Job*, Picador

Randall D (2011), *The Universal Journalist*, Pluto Books

Pre-requisites

JOUR3040 (JN304) Introduction to Reporting

JOUR3050 (JN305) Essentials in Reporting

JOUR5190 (JN519) Introduction to Feature Writing

Synopsis *

Develop a deeper understanding of how feature writers tailor content to suit defined readerships and publications. How and why opinion is used by journalists in a range of articles, including reviews and columns. How defamation law and the Editors' Code of Practice guide the use of opinion in features. How journalists create distinctive, compelling narratives in columns, reviews and travel pieces including the selection of angles and use of language. The importance of photography and other visual elements as storytelling tools. Writing styles of notable feature writers and interviewers. How the internet has changed the output of reviewers and columnists. Research tools used by feature writers. Carrying out original research.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN519 Introduction to Feature Writing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Joint Honours) One Other Subject With Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate advanced reporting and writing skills to produce a range of news and features content for a defined audience
2. Understand the difference between news stories, features, opinion columns and reviews
3. Understand the feature content of newspapers, magazines and supplements and be familiar with the different styles of a wide range of titles
4. Critically explore the writing styles of notable contemporary feature writers
5. Develop valid feature ideas with reference to the current news agenda and an understanding of news values

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
1. Engage critically with information from primary and secondary sources
2. Understand the narrative processes and modes of representation at work in key texts
3. Reflect upon the relevance of the student's own cultural commitment and positioning
4. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
5. Consider and evaluate their own work and the work of others with reference to professional standards
6. Use information technology to perform a range of tasks

Method of Assessment

Main assessment methods

2 x Column article (1,000 words) – 60%

Pitch (300 words) – 10%

Presentation (10 minutes) – 30%

Reassessment methods

Like for like

Preliminary Reading

Brooker C (2007), *Dawn of the Dumb*, Faber and Faber

Harcup T (2009), *Journalism Principles and Practice*, Sage Publications

Moran C (2013), *Moranthology*, Ebury

Randall D (2011), *The Universal Journalist*, Pluto Books

Thompson H S (2012), *Fear and Loathing at Rolling Stone*, Penguin

Wallace D F (2005), *Consider the Lobster*, Abacus

Wolfe T (2005), *The Kandy-Kolored Tangerine Flake Streamline Baby*, Vintage

Wolfe T (ed) (1975) *The New Journalism*, Picador

Pre-requisites

JOUR3040 (JN304) Introduction to Reporting

JOUR3050 (JN305) Essentials in Reporting

This module is a pre-requisite for:

JOUR5180 (JN518) Essentials of Feature Writing

Synopsis <span style =

The difference between news stories and features. A range of different feature styles including news reactive features, interviews, reviews and columns. A range of UK and international publications. Understanding how features are targeted at different readerships, and the range of styles employed by feature writers. Writing styles of notable feature writers. The tradition of feature and non-fiction writing in the UK and America and analysing the styles of key writers. Research tools used by feature writers and carrying out original research. How feature writers respond to the news agenda to develop timely, original and compelling articles. How to pitch feature ideas to editors.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN520 Introduction to Media Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	I	15 (7.5)	100% Coursework	

Availability

Optional to the following courses: BA (Joint Honours) One Other Subject WITH Journalism; BA (Joint Honours) One Other Subject AND Journalism

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

11/03/2022 - Evidence the Covid assessment pattern was temporary: <https://www.kent.ac.uk/socsci/documents/module-specs/2020-21/assessment%20changes%20covid/journalism.pdf>

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the key legal principles relevant to the production of multimedia journalism in England and Wales
2. Identify key reference literature and sources used in newsrooms and be able to apply them to common news situations
3. Critically examine how media law in England and Wales upholds the right to privacy and protects from reputational damage
4. Critically examine how media law in England and Wales upholds the right to a fair trial and the protections offered to victims and witnesses of crime
5. Understand how copyright law applies in the production of multimedia journalism

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of established techniques to initiate and undertake critical analysis of ideas and information
2. Engage in meaningful debate about issues faced by media professionals
3. Use primary and secondary source material to present accurate and reasoned arguments
4. Correctly apply the law to simple scenarios
5. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Presentation (10 mins) 30%

Essay 3,000 words – 70%

Reassessment methods

Like for like

Preliminary Reading

Barendt E et al (2014), Media Law: Text, Cases and Materials, 2nd edn, Pearson

Hanna M and Dodds M (2016), McNae's Essential Law for Journalists, 23rd edn, OUP

Quinn F (2015), Law for Journalists, 5th edn, Pearson

Pre-requisites

None

Synopsis *

Journalists wield an extraordinary power in society. A single review can boost the career of an entertainer or end it. A single crime report can destroy the reputation of the accused, even if they are later found innocent. This module offers a basic introduction to the law as it applies to journalists in England and Wales. Topics covered will include: copyright and how it applies to newspapers, broadcasters and internet publishers; the rules governing crime reporters and how they guarantee a defendant's right to a fair trial; defamation and how the law protects people's reputations, and under what circumstances journalists can publish potentially harmful facts and opinions; the legal protection offered to private and confidential information.

Availability

Optional to the following courses: BA (Joint Honours) One Other Subject WITH Journalism; BA (Joint Honours) One Other Subject AND Journalism

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

11/03/2022 - Evidence the Covid assessment pattern was temporary: <https://www.kent.ac.uk/socsci/documents/module-specs/2020-21/assessment%20changes%20covid/journalism.pdf>

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the key legal principles relevant to the production of multimedia journalism in England and Wales
2. Identify key reference literature and sources used in newsrooms and be able to apply them to common news situations
3. Critically examine how media law in England and Wales upholds the right to privacy and protects from reputational damage
4. Critically examine how media law in England and Wales upholds the right to a fair trial and the protections offered to victims and witnesses of crime
5. Understand how copyright law applies in the production of multimedia journalism

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use a range of established techniques to initiate and undertake critical analysis of ideas and information
2. Engage in meaningful debate about issues faced by media professionals
3. Use primary and secondary source material to present accurate and reasoned arguments
4. Correctly apply the law to simple scenarios
5. Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Coursework – presentation (10 minutes) – 30%

Coursework – essay (3000 words) - 70%

Reassessment methods

Like for like

Preliminary Reading

Barendt E et al (2014), *Media Law: Text, Cases and Materials*, 2nd edn, Pearson

Hanna M and Dodds M (2016), *McNae's Essential Law for Journalists*, 23rd edn, OUP

Quinn F (2015), *Law for Journalists*, 5th edn, Pearson

Pre-requisites

none

Synopsis *

Journalists wield an extraordinary power in society. A single review can boost the career of an entertainer or end it. A single crime report can destroy the reputation of the accused, even if they are later found innocent. This module offers a basic introduction to the law as it applies to journalists in England and Wales. Topics covered will include: copyright and how it applies to newspapers, broadcasters and internet publishers; the rules governing crime reporters and how they guarantee a defendant's right to a fair trial; defamation and how the law protects people's reputations, and under what circumstances journalists can publish potentially harmful facts and opinions; the legal protection offered to private and confidential information.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN522		Media Ethics and Regulation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	30 (15)	50% Coursework, 50% Exam	

Availability

BA Television and Digital Video Production

Contact Hours

Total contact hours: 44

Private study hours: 256

Overall: 300 hours

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand the basic structure of the legal and regulatory framework governing television production and broadcasting in the UK.

8.2 Identify the main literature and sources relevant to the regulation of the media, and to use key research techniques in locating and using those materials.

8.3 Identify the ethical issues faced by professionals in the television industry, and consider how such issues might be resolved.

8.4 Understand the main regulatory standards applicable to broadcasters, and apply those standards to scenarios.

8.5 Evaluate their own work by reference to current UK regulations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Understand the main legal and regulatory considerations relevant to TV production.

9.2 Collect, organise and deploy ideas and information in order to formulate arguments cogently and express them effectively.

9.3 Organise and manage supervised and self-directed projects.

9.4 Engage in meaningful debate about ethical issues faced by media professionals.

Method of Assessment

Case study report, 1,500 words: 30%

Presentation, 10-15 minutes in small groups: 20%

Exam, 2 hours: 50%

Preliminary Reading

Quinn, Law for Journalists (6th edn, Pearson 2018).

Hanna and Dodds, McNae's Law for Journalists (24th edn, OUP 2018).

Feintuck and Varney, Media Regulation, Public Interest and the Law (2nd edn, Edinburgh UP 2006).

Barendt and others, Media Law: Text, Cases and Materials (Pearson 2014).

Smarrt, Media & Entertainment Law (3rd edn, Routledge 2017).

Pre-requisites

None

Restrictions

Cannot be taken as wild module.

Synopsis *

This module explores the major ethical, regulatory, and legal considerations applicable to the production and broadcast of television programmes in the UK. Indicative subject list: introduction to the legal and regulatory framework; content standards (offensive or harmful material; accuracy and impartiality); commercial content and advertising regulation; protecting programme subjects/participants (privacy and fairness); copyright; contracts; defamation and privacy law; regulating emerging technologies (video on demand; internet and social media regulation).

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN524		Production Project II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	30 (15)	100% Coursework	

Availability

BA Television and Digital Video Production

Contact Hours

Workshops: 12 hours

Supervisions: At least four one-hour sessions

Project work: 284 hours

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate an advanced understanding of the key processes, principles and skills involved in producing video content for broadcast and online distribution

8.2 Work productively as part of a team to produce a complex television project, showing the ability to listen, contribute and lead effectively

8.3 Demonstrate an advanced understanding of the structure, hierarchy and workflow of television production teams

8.4 Manage and maintain a professional relationship with colleagues, presenters and talent

8.5 Consider and evaluate their work with reference to professional, ethical and legal standards

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Deliver work to a given brief, format, length and deadline

9.2 Demonstrate adaptability, creativity and reflexivity in producing output for a specified audience and market

9.3 Demonstrate competence with a range of professional equipment and software

9.4 Collate, organise and deploy ideas and information in order to formulate arguments cogently and express them effectively

Method of Assessment

Main assessment methods

100% coursework

Project (12 minutes of television for broadcast or online distribution): 70%

Log Book, 1,000 words: 15%

1,000 word reflective report 15%

Reassessment methods

Coursework 100%

Preliminary Reading

- Brown, L; Duthie, L. (2016) The TV Studio Production Handbook I.B.Tauris
- Katz, S. (2019) Film Directing Shot by Shot: Visualizing from Concept to Screen. Michael Wiese Productions.
- Singleton-Turner (2011) Cue & Cut: A Practical Approach to Working in Multi-Camera studios. Manchester University Press.
- Weston, Judith (2003) The film directors' intuition - script analysis and rehearsal techniques. Studio City, CA: Michael Wiese productions.

Pre-requisites

Television Project I

Television Craft I

Co-requisite:

Television Craft II

Restrictions

Cannot be taken as wild module.

Synopsis *

In this module students will work in teams of up to six people to produce a complex, multi-camera programme for live or as-live broadcast of 12 minutes. The programme will include also include pre-recorded content produced by students, and may involve managing presenters and guests. Students will rotate in vital production roles to produce the programme with supervision from tutors. Workshops at the start of term will explain the brief and teach students how to plan and manage the project, and regular supervisions will be scheduled during the planning and production stages. The module will largely involve independent work by students.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN600		Travel Journalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA (Hons) Journalism

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Evaluate and apply key concepts in the study of travel journalism, including the concept of the 'tourist gaze' and 'staged authenticity'
- 8.2 Demonstrate a systematic understanding of theoretical perspectives and concepts including; globalisation, postcolonial theory and cultural difference
- 8.3 Critically apply theoretical perspectives to a range of televisual, photographic and written "texts"
- 8.4 Demonstrate a knowledge and critical understanding of historical and cultural developments in travel and tourism
- 8.5 Demonstrate an understanding of the uses and limitations of relevant research methodologies
- 8.6 Be able to reflect critically on the codes and conventions of different forms of travel journalism and implement them effectively.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding of the key concepts and theories of the relevant academic literature.
- 9.2 Critically evaluate and apply knowledge of relevant concepts and theories in the formulation, framing and execution of textual analysis projects.
- 9.3 Comprehensively implement research, writing and communications skills.
- 9.4 Exercise independent learning skills and organise their study in an efficient and disciplined manner.

Method of Assessment

Main assessment methods

Feature (1500 words) (30%)

Essay (2500 words) (30%)

Examination, 2 hour (40%)

Reassessment methods

Like for Like

Preliminary Reading

Berger, A. (2004) *Deconstructing travel: Cultural Perspectives on Tourism*, Lanham, Maryland: Alta Mira Press

Clark, S. (ed) (1999) *Travel Writing & Empire: Postcolonial Theory in Transit*, London: Zed

Cocker, M. (1992) *Loneliness and Time: British Travel Writing in the Twentieth Century*. London: Secker & Warburg

Crouch, D. & Lubben, N. (eds) (2003) *Visual Culture and Tourism*, Oxford: Berg

Crouch, D, Jackson, R & Thompson, F. (eds) (2005) *The Media & The Tourist Imagination Converging Cultures*, London: Routledge

Hanusch, F & Fursich, E (eds) (2014) *Travel Journalism Exploring Production, Impact and Culture*, Basingstoke: Palgrave MacMillan

Moss, Chris. (2008) 'Travel Journalism: the road to nowhere,' *British Journalism Review*, 19.1, pp. 33–40.

Rojek, C. & Urry, J. (Eds) (1997) *Touring Cultures: Transformations of Travel and Theory*, London: Routledge

Selwyn, T. (ed) (1996) *The Tourist Image: Myths and Myth Making in Tourism*, Sussex: Jack Wiley & Sons Ltd.

Pre-requisites

None

Restrictions

Closed to exchange and short term students

Synopsis *

The module will introduce students to some of the key issues and debates surrounding travel and tourism. Principally:

- how might we differentiate between travel and tourism?
- how does our cultural experience shape our expectations of travel and tourism?
- as travellers and tourists how do we engage with different cultures?
- how does the media influence how we experience and practice travel and tourism?

These issues will be explored in relation to a range of media forms such as newspapers, magazines, television and radio programmes, blogs and social media.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN601		Television Production				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	

Availability

BA (Hons) Journalism – compulsory module

Year in Television and Online Broadcasting – compulsory module

Contact Hours

Contact Hours: 30

Private Study Hours: 420

Total Hours: 450

Department Checked

11/03/2022

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, develop and produce television segments which meet Ofcom broadcasting standards
- 2) Demonstrate a systematic understanding of the cultural space that television occupies within the mediascape
- 3) Comprehend the language of television from camera movements to editing techniques and the influence of evolving technology
- 4) Develop the teamwork and leadership skills required to organise live broadcasts
- 5) Reflect upon their own work, and critically evaluate each other's projects and proposals
- 6) Demonstrate a critical understanding of the legal, ethical and regulatory framework under which live TV broadcasting must operate in the UK
- 7) Develop content and branding to build an audience for their ideas and understand the relationship between the editorial and commercial aspects of television.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, manage and deliver a long term project
- 2) Deploy short, medium and long term organising skills
- 3) Display leadership and interpersonal skills by managing a team of their peers and guests

Method of Assessment

13.1 Main assessment methods:

100% coursework, comprising:

Project Pitch: approx. 10 minutes (10%)

Project Plan and Structure: At least 5 pages A4 (15%)

Final Project: Two 12-minute (approx.) TV segments (75%) *

* Students must pass the final project to pass the module

13.2 Reassessment methods:

Reassessment will be on a like-for-like basis. Students will have the opportunity to resubmit their two TV segments with additional filming/editing.

Preliminary Reading

Holland, P., 2017. *The New Television Handbook*. 5th edition ed. New York: Routledge.

Millerson, G., 2001. *Effective TV Production*. 13th edition ed. Oxford: Focal Press.

Orlebar, J., 2011. *The Television Handbook*. 4th Edition ed. Abingdon: Routledge.

Owens, J. & Millerson, G., 2009. *Television Production*. 15th edition ed. New York: Focal Press.

Palmerson, G., 2008. *Exposing Lifestyle Television*. New York: Routledge.

Pearl, M., 2017. *The Solo Video Journalist*. 1st edition ed. New York: Routledge: Taylor & Francis.

Pre-requisites

None

Restrictions

Not otherwise available as an optional or elective module

Synopsis *

This module will allow students to gain knowledge of television production from the planning stage through to its execution. During the Autumn term they will learn the language of television, camera work, scripting, organising a production, how to pitch a segment for a broadcaster, filming, editing, organising a crew and directing a live TV programme. They will then produce a TV segment in the genre of their choice (e.g. current affairs, music, arts, cooking etc) with support from their peers and academic staff.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN602 Essentials of Television Production						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	

Availability

Wild module only

Contact Hours

Contact hours: 30 hours

Private study 270 hours.

Total hours 300

Department Checked

11/03/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, develop and produce television segments which meet Ofcom broadcasting standards
- 2) Understand the cultural space that television occupies within the mediascape
- 3) Comprehend the language of television from camera movements to editing techniques
- 4) Develop the teamwork and leadership skills required to organise a live TV broadcast
- 5) Reflect upon their own work, and evaluate each other's projects and proposals
- 6) Understand the legal, ethical and regulatory framework under which live TV broadcasting must operate in the UK

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Plan, manage and deliver a long term project
- 2) Understand the ethical, practical and legal dimensions of working in live television production
- 3) Deploy short, medium and long term organising skills
- 4) Understand the language of visual narrative and video storytelling
- 5) Display leadership and interpersonal skills by managing a team of their peers and guests

Method of Assessment

Main assessment methods:

Project Pitch: 10 minutes 10%

Project Plan and Structure: At least 5 pages A4: 15%

Final Project: One 12 minute TV segment: 75%

Reassessment methods:

Reassessment will be on a like-for-like basis. Students will have the opportunity to resubmit their TV segments with additional filming/editing.

Preliminary Reading

Holland, P., 2017. The New Television Handbook. 5th edition ed. New York: Routledge.

Millerson, G., 2001. Effective TV Production. 13th edition ed. Oxford: Focal Press.

Orlebar, J., 2011. The Television Handbook. 4th Edition ed. Abingdon: Routledge.

Owens, J. & Millerson, G., 2009. Television Production. 15th edition ed. New York: Focal Press.

Palmerson, G., 2008. Exposing Lifestyle Television. New York: Routledge.

Pearl, M., 2017. The Solo Video Journalist. 1st edition ed. New York: Routledge: Taylor & Francis.

Pre-requisites

None

Restrictions

Only available as Wild Module to Stage 3 students.

Synopsis *

This module will allow students to gain knowledge of television production from the planning stage through to its execution. During the Autumn term they will learn the language of television, camera work, scripting, organising a production, how to pitch a segment for a broadcaster, filming, editing, organising a crew and directing a live TV programme. They will then produce a TV segment in the genre of their choice (e.g. current affairs, music, arts, cooking etc) with support from their peers and academic staff.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN603		Essential Media Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	15 (7.5)	100% Coursework	
1	Medway	Whole Year	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Compulsory to the Year in Journalism

Contact Hours

Total contact hours: 42

Total private study hours: 108

Total module study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the key legal principles relevant to the production of multimedia journalism in England and Wales.
2. Identify key reference literature and sources used in newsrooms and be able to apply them to common news situations.
3. Critically examine how media law in England and Wales upholds the right to privacy and protects from reputational damage.
4. Critically examine how media law in England and Wales upholds the right to a fair trial and the protections offered to victims and witnesses of crime.
5. Articulate how copyright law applies in the production of multimedia journalism.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Deal with complex issues logically and thoughtfully, make sound judgements and communicate conclusions clearly.
2. Use independent learning techniques to continue their professional development.
3. Demonstrate self-direction and originality in tackling and solving legal and ethical issues faced by media professionals.

Method of Assessment

Main assessment methods

Coursework – 2 x narrative Moodle quizzes (45 minutes each) – and 50% each

Reassessment methods

Like for like

Preliminary Reading

Hanna M and Dodds M, McNae's Essential Law for Journalists (25th edn, OUP 2020)

Quinn, F. (2018), Law for Journalists, 6th ed, Pearson

Pre-requisites

None

Restrictions

For "Year in Journalism" students only

Synopsis *

This module prepares students to pass the National Council for the Training of Journalists' exam Essential Media Law and Regulation. It provides a comprehensive and practical understanding of key concepts for professional journalists including: press freedom; defamation – components and defences; privacy; copyright; breach of confidence; regulation and self-regulation of media; contempt of court.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

JN604		British Public Affairs				
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)	100% Coursework	

Availability

Year in Journalism – compulsory module

Contact Hours

Total Contact Hours: 48

Private Study Hours: 102

Total Study Hours: 150

Department Checked

Yes LSSJ Covid AP permanent as discussed 24.3.21

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Show detailed understanding of the basic principles of the British constitution, the functions of Britain's national political institutions and their role in delivering accountable and representative outcomes
- 2) Demonstrate a comprehensive understanding of the electoral process, comparative electoral systems and the key issues facing electoral participation in a modern democracy
- 3) Show familiarity with how a range of approaches can be used to investigate how British political systems work, and with what success, and have some understanding of comparative systems
- 4) Demonstrate a detailed understanding of the structure and financing of public services including the National Health Service and social services

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Gather, organise and deploy information in order to formulate arguments cogently and confidently
- 2) Work confidently with abstract ideas and argue from competing perspectives
- 3) Comprehensively implement research and writing skills in individual written work
- 4) Exercise independent learning skills and organise study in an efficient and professional manner

Method of Assessment

Main assessment methods

In-course test, (45 mins.) – 50%

In-course test, (45 mins.) – 50%

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Morrison, J (2013), *Essential Public Affairs for Journalists*, 3rd edn, Oxford University Press, Oxford
Leach, R, Coxall, B and Robins, L (2011), *British Politics*, 2nd edn, Palgrave Macmillan, Basingstoke
Jones, B and Norton, P (2010), *Politics UK*, 7th edn, Pearson, Harlow
Moran, M (2011), *Politics and Governance in the UK*, 2nd edn, Palgrave Macmillan, Basingstoke
Judge, D (2005), *Political Institutions in the United Kingdom*, Oxford University Press, Oxford
Kavanagh, D, et al (2006), *British Politics*, 5th edition, Oxford University Press, Oxford
Peele, G (2004), *Governing the UK. British Politics in the 21st Century*, 4th edn, Blackwell, Oxford
Jones, B (2010), *Dictionary of British Politics*, 2nd edn, Manchester University Press, Manchester

Pre-requisites

None

Restrictions

Only for Year in Journalism students

Synopsis *

This module prepares journalists to hold power to account by developing a thorough understanding of the British political system, focusing on recent political and constitutional developments. It will investigate topics such as the roles of Parliament, the Prime Minister and Cabinet, regional authorities, political parties, and the electoral system. It will assess key issues facing democratic government and institutions within the UK, analysing for example the role of Europe, the challenges posed by devolution, the Treasury and the National Health Service. There will also be discussion of contemporary political behaviour, including the issue of political participation. This module prepares students to sit the National Council for the Training of Journalists' (NCTJ) professional exam in public affairs.

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JN605 Reporting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	
1	Medway	Whole Year	H	45 (22.5)	60% Coursework, 40% Exam	

Availability

Year in Journalism – compulsory module

Contact Hours

Total contact hours: 144

Private Study Hours: 306

Total Study Hours: 450

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Show a thorough understanding of different forms of journalism and a critical awareness of how they are practiced professionally alongside the principles of accuracy and fairness
- 2) Produce publishable news reports and features for publication in print and online with reference to professional ethics and standards
- 3) Understand the principles of investigative reporting including thorough research, following leads to a conclusion and treating statements by vested interests with due scepticism
- 4) Be able to evaluate current newsgathering and reporting techniques used in professional newsrooms and develop critiques of them

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Exercise initiative and personal responsibility in gathering, organising and deploying information
- 2) Make informed decisions and demonstrate self-direction in coping with complex and unpredictable situations
- 3) Consider and evaluate their work with reference to professional standards and develop critiques accordingly
- 4) Use information technology to complete a range of tasks to a set brief and deadline

Method of Assessment

Main assessment methods

1 x Timed newswriting test (45 mins) 25%

1 x Journalism portfolio (2,500 words) 75% - PASS COMPULSORY

Reassessment methods

Like for like

Preliminary Reading

Harcup T (2011), Journalism Principles and Practice, Sage Publications

Hicks W et al (2008), Writing for Journalists, Routledge

Marr A (2005), My Trade, Pan

Randall D (2011), The Universal Journalist, Pluto Books

Reeves I (2014), The Newspapers Handbook, 5th ed, Routledge

Smith J (2010), Essential Reporting, Sage Publications

Pre-requisites

None

Restrictions

For "Year in Journalism" students only

Synopsis *

Students will learn to identify what makes a story, develop newsgathering techniques to draw information from a range of sources and hone their writing skills to produce clean, accurate copy to a deadline. Students will consider how journalists should conduct themselves in public with reference to the Independent Press Standards Organisation code and other professional standards. Students will learn the difference between hard news, comment and features and be able to produce work for a range of outlets and audiences. This module will also prepare students to pass the National Council for the Training of Journalists' professional exams in reporting and journalism ethics.

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JN606 Practical Multimedia Journalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	45 (22.5)	100% Coursework	
1	Medway	Whole Year	H	45 (22.5)	75% Coursework, 25% Exam	

Availability

Year in Journalism

Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate a systematic understanding and a critical awareness of the current key concepts of news delivery for online platforms
- 2) Have a comprehensive understanding of current thinking behind the economics of news delivery in different media and its implications for the industry
- 3) Have a comprehensive understanding of the fundamental technologies used in the gathering, production and dissemination of news in an online environment
- 4) Demonstrate professional skills and originality in using new and established techniques to produce quality journalism in text, audio and video
- 5) Produce properly structured multimedia journalism packages suitable for an international, national or regional audience

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Work effectively as individuals and in a team environment, exercising initiative and personal responsibility
- 2) Make informed decisions about deployment of resources in planning, gathering, producing and disseminating information in complex and unpredictable situations
- 3) Use complex multimedia hardware and software in an original and professional way with a specific audience in mind
- 4) Present systematic and creative analytical arguments based on a detailed understanding of economic, social and professional factors influencing media industry decision-makers

Method of Assessment

Main assessment methods

TV Assignment 1 – 12.5%

Print Assignment 2 – 12.5%

Radio Assignment 3 – 12.5%

Online Assignment 4 – 12.5%

Blog Postings (one per term) – 12.5%

News Conference Pitches (three per term) – 12.5%

Examination (two hours) – 25%

Reassessment methods

100% coursework

Preliminary Reading

Geller V (2007), *Creating Powerful Radio*, Focal Press

Harrower T (2007), *The Newspaper Designer's Handbook*, 6th ed, McGraw-Hill

Quinn S and Filak V F (2005), *Convergent Journalism*, Focal Press

Ray V (2003), *The Television News Handbook*, Macmillan

Ward M (2002), *Journalism Online*, Focal Press

Pre-requisites

None

Restrictions

For "Year in Journalism" students only

Synopsis *

This module equips students with the skills to produce journalism for TV, radio, print and multimedia online platforms to a professional standard. It includes the professional use of cameras, editing software and television studio production facilities; professional use of audio recording equipment, editing software and radio studio production facilities; print production software and facilities; and advanced use of multimedia authoring software and image manipulation software. It involves team work in radio, television, print and online news production. It also considers the culture, history and development of British journalism and the impact of online technologies on planning, reporting, producing and disseminating news. The skills learned on this module will prepare students to take several professional exams set by the National Council for the Training of Journalists (NCTJ).

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JN607		Specialist Journalism				
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

BA (Hons) Journalism

BA (Hons) One Other Subject and Journalism

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate a systematic knowledge and understanding of how journalists develop a specialism

8.2 Deploy some of the key intellectual and practical skills or capabilities used by specialist journalists working in the digital world

8.3 Demonstrate critical analysis by exploring major issues, debates and commentators or major thinkers within a chosen specialism

8.4 Demonstrate the ability to carry out various forms of independent research in a chosen field of specialist journalism and to assess and evaluate key topics and events and their portrayal in different parts of the media

8.5 Produce multimedia journalistic work to industry standards involving text, images, audio or video, involving sustained independent and critical enquiry

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate the intellectual skills of research, analysis and synthesis

9.2 Demonstrate how to gather, organise and deploy ideas and sustain narrative, argument and analysis using written and digital techniques

9.3 Communicate complex ideas and material clearly, confidently and in an engaging manner

9.4 Collaborate with colleagues to develop skills and produce engaging journalistic content

9.5 Consider and evaluate their work with reference to professional standards

Method of Assessment

Main assessment methods

Assessed by coursework portfolio (100%)

To include:

News feature (2,000 words): 30%

News stories (2 x 600 words): 30%

Illustrated live two-way broadcast (4 minutes): 30%

Log-book (500 words), to include research methods, contact-building and list of employers of journalists in their chosen specialism – 10%

Reassessment methods

Like for like

Preliminary Reading

Marr, A. (2004), *My Trade*, Macmillan

Husain, M. (2018), *The Skills*, 4th Estate

Bull, A. (2010), *Multimedia Journalism: A Practical Guide*, Routledge

Gillmore, D. (2010), *MediaActive: A User's Guide to Finding, Following and Creating the News*, O'Reilly

Briggs, M. (2009), *Journalism Next: A Practical Guide to Digital Reporting and Publishing*, CQ Press

Pre-requisites

JOUR3010 and JOUR5020 Reporting and Writing I and II (Medway)

Restrictions

Only available to students studying either:

BA (Hons) Journalism, or

BA (Hons) One Other Subject and Journalism

Synopsis *

This module will give students an introduction to the skills and habits specialist journalists need in a digital age, as well as encouraging them to develop their own specialism in journalism. It will include studying and critically analysing the key issues and debates in a specific subject area, communicating complex ideas in a simple and engaging way to a general audience, building contacts and expertise, and a critical look at the jobs market for specialists.

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JN610		Work Placement				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	30 (15)	100% Coursework	

Availability

BA Television and Digital Video Production

Contact Hours

Work experience: minimum 60 hours

Seminars on campus: 8 hours

Independent study 232 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically reflect on professional practice based on personal experience in a working environment involved in the production of television and/or digital video content
- 8.2 Demonstrate a critical understanding of the requirements of the role/institution in which they were placed
- 8.3 Understand the importance of commissioning and funding structures in the television industry and work within them
- 8.4 Demonstrate a practical and critical understanding of the ethical, regulatory and legal considerations relevant to television and video production

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Work in flexible, creative and independent ways showing self-discipline and awareness of professional standards in a working environment
- 9.2 Collate, organise and deploy ideas and information clearly
- 9.3 Organise and manage supervised and self-directed projects
- 9.4 Work productively in a group or a team, showing the ability to listen, contribute and lead effectively

Method of Assessment

Main assessment methods

100% coursework, including:

Log book (1,000 words) – 15%

Two placement reports (1,500 words each) – 50%

Seminar presentation (10 minutes) – 35%

Reassessment methods

100% coursework

Pre-requisites

None

Restrictions

This module cannot be taken with

Synopsis >*

This module is organised around a work experience placement undertaken at a business relevant to the BA Television and Digital Video Production. This may be KMTV or another company involved in the creation of live, as-live or pre-recorded video content for broadcast or distribution online. Students must arrange their own placements, with support and guidance from their tutors. It must be a minimum of 60 hours. The placement must be signed-off by the Director of Graduate Studies before it may commence.

The curriculum is flexible to allow students to work around other modules and to complete the placement across the academic year. Placements should be researched and confirmed during the Autumn Term and completed by the end of the Spring Term.

Seminar sessions on campus will be organised to reflect the placements, offering appropriate guidance and reading, discussion and critical reflection. They are an opportunity for students to reflect on what they have achieved and share their experiences with peers.

LW315 Introduction to Obligations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

Compulsory to all single and joint honours undergraduate law programmes.

Contact Hours

Contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

1. Demonstrate an understanding of the nature of private law, its main subdivisions and its development.
2. Demonstrate a knowledge of the main types of legal obligation.
3. Demonstrate an outline knowledge of the principles of the law of contract and tort.
4. Demonstrate an understanding of the distinctive nature of case law and of the common law in particular.
5. Identify the contractual and tortious legal issues raised in simple problem situations.
6. Use case-law to predict the legal outcome of problem situations in at least one area of contract law and one area of tort.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Find a named case.
2. Read a case, distinguishing the components such as the head note, the facts and the judgments; to identify, where possible, the ratio decidendi, while recognising the difference between different judgments.
3. Make notes on cases, including judging their weight and providing critical comments for such notes.
4. Research a simple legal issue to find the relevant rules and principles, to identify relevant cases, to distinguish areas of comparative certainty from the leeways for argument and to provide a written legal opinion based on the above research.
5. Use cases, including using judicial quotation, in making an argument.
6. Use case law to provide advice on a problem situation of limited complexity.

They will also be able to demonstrate the following general abilities;

7. To use library and web resources, including journal articles, to research an issue.
8. To distinguish soundly based knowledge and evidenced claims from unfounded assertions.
9. To intelligently distinguish issues about which it is legitimate to argue and on which different views may be held.
10. To identify flaws and weaknesses in an argument.

Method of Assessment

Main assessment methods

MCT – 1-hour (approx.): 20%

Problem question: 2200 words (max): 80% *

* Students must achieve a mark of 40% in the problem question to pass the module overall.

Reassessment methods

Like-for-like: where undertaken, students must achieve a mark of 40% in the problem question to pass the module on reassessment.

Preliminary Reading

Adams J. and Brownsword R. (2007) - Understanding Contract (5th ed.), London, Sweet and Maxwell

Conaghan J. and Mansell W. (1999) - The Wrongs of Tort (2nd ed.), London, Pluto Press

Harlow C. (2005) Understanding Tort law (3rd ed.), London, Sweet and Maxwell

Horsley K. and Rackley E., (2017) - Tort Law (5th ed.), Oxford, OUP.

Hutchinson A. (2006), Evolution of the common law. Cambridge, Cambridge University Press

E. McKendrick E., (2011), Contract Law: Text, Cases and Materials (4th ed.), Oxford, OUP.

O'Sullivan J. and Hilliard J. (2016) – The Law of Contract (7th ed.), Oxford, OUP

Weir A. (2006) An Introduction to Tort Law (2nd ed.), Oxford, OUP

Wightman J. (1996) Contract - A Critical Commentary, London, Pluto Press

Pre-requisites

Co-requisite - This module is to be taken with LAWS3160 (LW316)/LAWS5316 (LW5316) Foundations of Property

Pre-requisite FOR LAWS650 (LW650) The Law of Contract and LAWS6510 (LW651) The Law of Tort.

Restrictions

Only available to students following a Law programme of study (either single or joint honours).

Not available to Exchange students.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

Section 1 Introduction to Obligations

- a) The nature of the common law and its development.
- b) The idea of precedent and legal reasoning.
- c) The distinction between public law and private law.
- d) The main divisions of obligations.
- e) Drafting case notes

Section 2 Introduction to the law of contract

- a) The historical development of contract law and its functions in the modern world.
- b) A special area of study in contract e.g. formation and modification of contracts.

Section 3 Introduction to tort

- a) The historical development of tort. An overview of different types of tort. The centrality of the tort of negligence and its role in the modern world.
- b) A special study in tort – e.g. trespass to the person.

Section 4 Conclusion

A summary; critical approaches to the study of contract and tort; guidance to legal problem solving.

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LW316		Foundations of Property				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

Availability

All single and joint honours undergraduate Law programmes, except LLB Law (Senior Status) and LLB Law (Certificate route).

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate knowledge and understanding of the concepts, principles and rules of a range of property law topics.
2. Identify and explain property-related issues.
3. Appreciate the historical, cultural, political and economic contexts relevant to the discussion of 'property', and situate and discuss these elements through an examination of specific property law issues and case material.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Read cases and statutory materials and understand their relevance to legal dilemmas.
2. Summarise and comment on material.
3. Apply knowledge to analyse issues of moderate complexity.
4. Present material with proper citations and use of references.

Method of Assessment

Main assessment methods

- Essay 2000 words (50%)
- Exam 2 hours (50%)

Reassessment methods

Like-for-like

Preliminary Reading

Davies M., (2007), *Property: Meanings, Histories, Theories*, London: Glasshouse

Garton J. (2015), *Moffat's Trusts Law* (Cambridge: Cambridge University Press, 6th ed., 2015)

Gordon R., (1996) 'Paradoxical Property' from J. Brewer and S. Staves, *Early Modern Conceptions of Property*, London: Routledge

Gray K. and Gray S.F. (2011), *Land Law*, (7th ed.), Oxford: Oxford University Press

Hudson A. (2015), *Understanding Equity & Trusts* (5th ed.), Oxford: Routledge

Mossman M.J. and Flanagan W., (2004), *Property Law Cases and Commentaries* (2nd ed.), Toronto: Emond Montgomery Publications

Murphy T., Roberts S. Flessas T., (2004) *Understanding Property Law*, London: Sweet and Maxwell

Pre-requisites

Co-requisite - This module is to be taken with LAWS3150 (LW315) Introduction to Contract and Tort.

Restrictions

Only available to Law students. Not available to exchange students.

Synopsis *

Following on from 'Introduction to Contract and Tort', 'Introduction to Property Law' continues the study of private law by introducing students to property law. 'Property' is something we tend to presume we know about, and rarely examine as an idea or practice closely. Most often we use it to connote an object or 'thing', and presume that it has something to do with 'ownership' of that object; we use expressions such as, 'This is mine,' and often do not examine the detail of what that really means.

This module begins to unpack and examine the ideas and practices of property more closely, looking in particular at land to ask questions such as: what do we mean by 'ownership'? What happens when a number of competing 'ownership claims' in one object exist? What are the limits of 'ownership'? Does 'ownership' entail social obligation?

When preparing for the module it will be useful to think about (and collect material on) current debates over contested ownership (or use) of property and resources, especially in relation to land.

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LW327 The English Legal System and Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	4 (2)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Whole Year	C	4 (2)	Pass/Fail Only	

Availability

All undergraduate law programmes – compulsory module

Contact Hours

Private study hours: 30

Total study hours: 40

Total contact hours: 10

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate knowledge of the basic principles of the English legal system;
2. knowledge of the law-making process;
3. knowledge of the court structure and administrative justice system; and
4. legal research skills

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate a working knowledge of the library and conduct research using electronic sources and paper materials.
2. read and evaluate cases, including the ability to identify ratio decidendi and obiter dicta.
3. demonstrate a working knowledge of OSCOLA citation method and ability to provide legal citations.

Method of Assessment

The overall mark for the module will be pass/fail and students will be required to pass BOTH elements.

Main assessment methods

- Legal Research Skills (Multiple Choice Test) - (50%)
- Poster and Diary - (50%)

Reassessment methods

Like-for-like

Preliminary Reading

- E. Finch and S., Fafinski Legal Skills (5th ed, 2015 OUP).
- A. Gillespie, The English Legal System (6th ed, 2017 OUP)

Pre-requisites

None

Restrictions

Only available to students following a Law degree both single and joint honours. Not available to select during module registration or to exchange students.

Synopsis *

Part A: English Legal System

This module provides an overview of the English Legal System, including the following indicative topics:

1. An introduction to Parliament and the legislative process
2. The court structure and the doctrine of precedent
3. An introduction to case law, including how to identify and the importance of ratio decidendi and obiter dicta

Part B: Introduction to Legal Skills

The module also gives students an introduction to the basic legal skills that they will develop further in their other modules throughout the degree. The focus here is on specific exercises to support exploration and use of the library resources that are available, both in paper copy and electronically through the legal databases, and on understanding practices of legal citation.

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LW505	Family Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
2	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	
2	Medway	Whole Year	H	30 (15)	80% Exam, 20% Coursework	

Availability

All KLS undergraduate programmes

Contact Hours

Total study hours: 300

Contact hours: 40

Private study hours: 260

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a critical knowledge of the concepts, principles, policies, issues, debates and legal doctrine associated with various areas of family law
2. Critically identify the ideological and policy underpinnings of the legal rules; and to critically evaluate how well the policies and law work in practice
3. Demonstrate critical thinking about family law: to take nothing at face value, to go beneath the surface of the law to critically analyse and evaluate it

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate critical thinking when discussing and applying the law
2. Critically evaluate conflicting decisions and viewpoints
3. Demonstrate ideas with conviction
4. Present observations, ideas and opinions persuasively

Method of Assessment

Main assessment methods

This module will be assessed by coursework worth a total of 30% and a final examination worth 70%:

Written assessment, 2000 words (30%)

Exam, 3 hours (70%)

Reassessment methods

Reassessment instrument: Exam (100%)

Students must achieve a mark of 40% in the exam in order to pass this module on reassessment.

Preliminary Reading

- Doyle, R., *The Woman Who Walked Into Doors* (Vintage, 1997)
- Gilmore, S., and Glennon, L., (2016). *Hayes and Williams' Family Law* (5th edition, Oxford University Press)
- Harris-Short, S., J. Miles, and R. George, *Family Law: Text, Cases and Materials* (3rd edition, Oxford University Press, 2015)
- Herring, J., *Family Law* (8th edition, Pearson, 2017)

Pre-requisites

Previous or concurrent study of LAWS5880 Public Law 1

Restrictions

Not available to non-Law students. Final year module only.

Synopsis *

This module will focus on the way in which the law defines and constructs the family, and the way in which it regulates family breakdown. Autumn term deals broadly with the institution of marriage and adult relationships. Spring term deals with the relationships between parents, children and the state.

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LW507 Critical Legal Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	

Availability

All undergraduate single and joint honours law programs. Available as a wild module to all Social Science and Humanities students.

Contact Hours

Total study hours: 300

Contact hours: 40

Private study hours: 260

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Understand the special value of theoretical inquiry to critical approaches to law
2. Demonstrate familiarity with the central concepts, motivations, principles, traditions and debates of contemporary critical legal theory
3. Interrogate the relationship between normative and critical legal theories
4. Critically analyse legal concepts, practices, techniques, phenomena and events
5. Critically reflect on the nature of law in modernity, modern law's particular configuration of the relationship between law and life, and the way modern law shapes contemporary legal, political and cultural relations
6. Understand the political and ethical relationship between critique and justice, and the distinctive role of critical legal theory in relation to law, legal practices, and contemporary political and legal problems
7. Demonstrate the ability to critically reflect on the separation of law from other academic disciplines, practices and concepts
8. Appreciate the importance to the contemporary critique of law of perspectives developed in other disciplines, such as political theory, aesthetic theory, visual culture, rhetoric, film studies, critical philosophy, theology, political theology, literature and literary studies, linguistics, historical studies, psychoanalysis, sociology and economics
9. Critically reflect on the relationship between theory and practice in a legal context

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate close reading of texts, including sophisticated theoretical material
2. Critically analyse texts, including legal texts, and of legal and juridical problems as they arise in texts from multiple disciplines
3. Demonstrate conceptual synthesis of a variety of sources, textual and non-textual, from multiple disciplines
4. Demonstrate a reflective, self-directed and independent approach to learning
5. Demonstrate a coherent and sustained written argument
6. Formulate critical legal research questions within a theoretical field, or drawing substantially on a theoretical field

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Class participation (10 %)

Essay, 1500-word (10%).

Research essay (project), 6000 words (80%).

Reassessment methods

The module will be reassessed by a reassessment instrument of a research essay (project).

Preliminary Reading

Constable, M., 2005. *Just Silences: The Limits and Possibilities of Modern Law*. Princeton: Princeton University Press.

Dorsett, S. & McVeigh, S., 2012. *Jurisdiction*. Abingdon: Routledge.

Douzinas, C. & Geary, A. 2005. *Critical Jurisprudence: The Political Philosophy of Justice*. Oxford: Hart.

Esposito, R., 2012. *Third Person: The Politics of Life and Philosophy of the Impersonal*. Cambridge: Polity.

Goodrich, P., 1990. *The Languages of Law*. London: Weidenfeld.

Pottage, A. and Mundy, M. 2004. *Law, Anthropology and the Constitution of the Social*. Cambridge: Cambridge University Press.

Pre-requisites

The module is only available to final-year students

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Restrictions

This module is only open to final year students.

Synopsis *

This module is intended to introduce students to the major debates, questions, concepts and theoretical approaches in the critique of law. It offers a grounding in several key aspects of legal theory, and some major ways of characterising law in Modernity. Students completing this module will develop a greater precision, articulacy and rigour in all of their considerations of law. The module is also intended as training in the making of well-considered and supported critical arguments.

After an introduction addressing the nature and practise of legal critique, the module has two main parts. In the first part, students will be introduced to key topics in critical legal theory, such as sovereignty and the legal subject, jurisdiction, legal interpretation, judgment, and justice. These topics will be considered with an eye to the overarching question of the relation between law and political authority. In the second part of the course, this conceptual vocabulary will be applied to a range of contemporary issues. Examples might include issues in biotechnology, facebook and social media, political protest, films and other popular cultural forms, social equality, terrorism and counter-terrorism, torture, the casualized workforce, and the plight of the refugee; and any other issues as relevant from time to time. In addition to the critical legal perspectives developed in the first part of the course, the module will draw on appropriate specialist theoretical material from other disciplines relevant to the contemporary issues selected for analysis.

LW508 Criminal Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	60% Exam, 40% Coursework with Compulsory Numeric Elements	
1	Canterbury	Whole Year	I	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	I	30 (15)	80% Exam, 20% Coursework with Compulsory Numeric Elements	
1	Canterbury	Whole Year	I	30 (15)	90% Exam, 10% Coursework	
1	Medway	Whole Year	I	30 (15)	100% Exam	
1	Medway	Whole Year	I	30 (15)	80% Exam, 20% Coursework	

Availability

LAWS5080 - all single and joint honours law programmes except: Certificate in Law (Canterbury); and those undertaking the 'Certificate Route' of the LLB Law.

Contact Hours

Contact Hours: 55
Private Study: 245
Total Study Hours: 300

Department Checked

14/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a sound grounding in the concepts, principles and rules of criminal offences.
2. Demonstrate a sound understanding of the wider debate in respect of the place of criminal law in the social context, the definitions of harm and the boundaries of criminal law.
3. Demonstrate knowledge of the major theoretical debates in the criminal law field.
4. Assess criminal liability in a given factual situation and identify any defences by applying relevant legal principles, case law and statute law to the facts, and critically debate any issues raised.
5. Engage in a reasoned and informed discussion of the major areas of criminal law making appropriate reference to legal and academic source authorities.
6. Evaluate the operation of the criminal law in the social context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate their skills in summarising cases and developing argument.
2. Demonstrate research and presentation skills through class presentations and through assessment.
3. Undertake independent legal research and identify and retrieve up to date information, using a range of paper and electronic sources.
4. Present legal argument both in class and through assessment
5. Recognise potential alternative conclusions for particular situations, and provide supporting reasons for them.
6. Use relevant legal terminology with care and accuracy.
7. Present and evaluate information in a numerical or statistical form.

Method of Assessment

Main assessment methods

Module will be assessed by 40% coursework and 60% examination.

The examination takes the form of a three hour unseen paper (60%)

The coursework will consist of two pieces of assessed work:

Advice note, 2000 words – 20%.

Compulsory oral presentation – 20% - approx. 5-10 minutes. This element must be passed alongside the other elements to pass the module overall. These assessments will be recorded and each group participant will receive a group mark.

Reassessment methods

The module will be reassessed by like-for-like reassessment of the failed individual component(s).

Preliminary Reading

- Herring J., Criminal Law: Text, Cases and Materials, 8th Edition, (Oxford University Press, 2019)
- Horder J., Ashworth's Principles of Criminal Law, 9th Edition, (Oxford University Press, 2019)
- Ormerod, D., Smith and Hogan: Criminal Law, 15th Edition, (Oxford University Press, 2018)
- Ormerod and Laird, Karl, Smith, Hogan and Ormerod's: Criminal Law, 15th Edition, (Oxford University Press, 2018)
- Padfield, N., Criminal Law, 10th Edition, (Oxford University Press, 2016)
- Thomas M., Criminal Law, 1st Edition, (Hall and Stott, 2018)

Pre-requisites

None

Restrictions

Only available to Law students. Not available to exchange students. Students may not take LAWS6010 Criminal Law if they have taken this module.

Synopsis *

As one of the Foundations of Legal Knowledge, these modules have a direct contribution to qualification as a solicitor or barrister in England and Wales). The content of these modules is informed, therefore, by the requirements of the Solicitors Regulation Authority and Bar Standards Board and each serves to provide students with substantive knowledge of English criminal law. The module therefore covers the following:

- Introduction to the concept of crime, the structure of criminal justice and the general principles of liability
- Harm and the boundaries of criminal law
- Considering cases – how to effectively summarise cases and write a case note
- Murder
- Defences to murder
- General defences
- Manslaughter
- Non-fatal offences against the person
- Sexual offences
- Inchoate offences
- Complicity
- Property-related offences

LW509 Human Rights and English Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	

Availability

All Law Programmes

Contact Hours

The module is allocated 300 hours of study

Contact hours: 40

Private study hours: 260

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of key aspects of the relationship between human rights and English law including both the historical development of, and contemporary claims and contestations involving human rights in the context of both international and domestic law
2. Critically evaluate those claims and contestations and reach reasoned judgments including the identification of a solution or a range of solutions to conflicting interests, in particular those arising from the operation of the European Convention on Human Rights and the Human Rights Act 1998
3. Demonstrate an awareness of the legal and political consequences of framing social and political issues in terms of human rights
4. Demonstrate the ability to evaluate and deploy a broad range of legal, political and philosophical authorities to support and underpin their conclusions
5. Critically discuss the nature, function and effects of human rights as they have been, are, ought to and/or might be expressed in English law
6. Demonstrate engagement and critical evaluation in the context of rights and freedoms including, but not limited to the right to life, the right to liberty of the person, privacy, freedom of religion, and freedom of expression

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate knowledge and understanding in the form of reasoned argument in written assessment
2. critically identify and evaluate legal and policy problems according to their historical, political and legal context
3. summarise detailed historical and conceptual material, recognizing different positions that are taken in the literature surveyed
4. demonstrate an appreciation of the legal forms that arise and operate within complex historical and political conditions
5. demonstrate an awareness of the economic, political and/or social implications of legal forms and remedies

Method of Assessment

Main assessment methods

The module will be assessed by 20% Coursework and 80% Exam as follows:

- Essay worth 20% of 2,000 words
- Exam worth 80% of 3 hours

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual components of assessment.

Preliminary Reading

Dworkin, R, *Freedom's Law*, 1996, Oxford University Press.

Harris, J, *The Value of Life*, 1997, Routledge.

Hart, H.L.A, *The Concept of Law*, 2nd ed, 1994, Clarendon.

Hobbes, T, *Leviathan*, 2008, Oxford Paperbacks.

The Levellers, *The Putney Debates*, Geoffrey Robertson (Introduction), 2007, Verso.

Locke, J, *Two Treatises on Civil Government*, 1924, Dent (and other editions)

Malik, K, *What is it to be human?*, 2001, Institute of Ideas.

Mill, J.S, *On Liberty (1859) and The Subjection of Women (1869)*, 2006, Penguin Classics.

Riddall, J.G, *Jurisprudence*, 2nd ed, OUP, 2005

White, R.C.A, and Ovey, C, *Jacobs, White & Ovey: The European Convention on Human Rights*, 2010, OUP.

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Pre-requisites

None

Synopsis *

This module seeks to provide a sound knowledge and understanding of the concepts and principles underlying the law relating to human rights, including a grounding in the historical development and political philosophy of human rights law; to provide a detailed grasp of the current protection of human rights in English law, with particular reference to the Human Rights Act 1998 and European Convention on Human Rights; and to promote a critical discussion about the nature, function and effects of human rights as they have been, are, ought to and/or might be expressed in English law.

LW518		The Law of Evidence				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	
1	Medway	Whole Year	H	30 (15)	50% Coursework, 50% Exam	
1	Medway	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Medway	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Availability

This module is only available to students in Stage 3. Optional to all single and joint honours undergraduate law courses – may not be taken by non-law students

Contact Hours

Contact hours: 60

Private study hours: 240

Total study hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the skills of forensic reasoning and how these are applied in the courtroom.
2. Demonstrate a detailed knowledge of the functions, principles and rules of evidence as used in English and Welsh Courts.
3. Demonstrate a critical understanding of the relationship between the rules and principles of evidence and the European Convention on Human Rights.
4. Demonstrate a detailed knowledge of the main sources of literature on the law of evidence, from a range of disciplines.
5. Demonstrate a critical understanding of methods of forensic reasoning within the rules of evidence to be used in a given situation.
6. Critically assess the efficiency and effectiveness of the rules of evidence and procedure.
7. Demonstrate a critical awareness of the policy implications of procedural issues and law reform in this area.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake guided and independent legal research by taking into account a variety of sources of information.
2. Demonstrate argumentation skills.
3. Engage critically with legal and non-legal sources.

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Method of Assessment

13.1 Main assessment methods

The module will be assessed by Coursework (40%) and exam (60%) OR, Coursework (40%) and Dissertation (60%)

Examination (3 hours) - 60% OR

Dissertation (6000 words) – 60%

PLUS

Coursework - multiple choice test - 10%

PLUS

Coursework - problem based assignment (3,000 words) - 30% **, OR

Coursework - moot – 30%, OR

Coursework - mock trial – 30%

(Moot/mock-trial are subject to availability – default coursework element will be the problem-based assignment)

** The problem based assignment is pass compulsory for students undertaking a dissertation.

13.2 Reassessment methods

Like-for-like, namely an exam, multiple choice test and the problem-based scenario coursework.

- If the moot or mock trial is failed in either assessment pattern (exam or dissertation), then the replacement for that element of assessment shall be a problem-based coursework assignment.
- If the dissertation is failed, then the replacement for it shall be the re-sit exam.

The problem-based coursework assignment will be pass compulsory on resit for any student that has otherwise passed their dissertation.

Preliminary Reading

- Anderson T. and Twining W., Analysis of Evidence (Weidenfeld, 2nd ed., 2005)
- Dennis I., The Law of Evidence (Sweet and Maxwell, 4th ed., 2013)
- Durston G., Evidence: Text and Materials (Oxford, 2nd ed., 2011)
- Huxley P., Blackstone's Statutes: Evidence, 14th edition (Oxford University Press: 2016).
- McEwan J., Evidence and the Adversarial Process (Hart, 2nd ed., 1998)
- Munday R., Evidence (Oxford, 9th ed. 2017)
- Roberts and Zuckerman, Criminal Evidence (Oxford, 2nd ed., 2010)
- Tapper C. (ed.), Cross on Evidence (LexisNexis, 11th ed., 2007)
- Uglow S., Evidence: Text and Materials (Sweet and Maxwell, 2nd ed., 2006)

Pre-requisites

LAWS5880 or LAWS6140 Public Law 1 and either LAWS5080 or LAWS6130 Criminal Law are prerequisites. LAWS6010 Criminal Law is normally a prerequisite but, where this is not possible, it may be taken as a co-requisite.

Restrictions

Not available to non Law students.

Synopsis *

The module aims to provide students with: an understanding of the adversarial trial structure and its impact on the content of the law of evidence, particularly in the context of the criminal trial; an understanding of forensic reasoning skills; a familiarisation with the content of some of the key evidential rules; encouragement to identify and debate current issues within the law of evidence with confidence, including the importance of due process and how it relates to notions of truth and fact finding; and the ability to apply the legal rules and principles within a critical framework.

LW519 Law and Medical Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	

Availability

All single and joint-honours law programmes.

Contact Hours

Contact hours: 39

Private study hours: 261

Total study hours: 300

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Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a systematic understanding of a range of factual circumstances governed by medical ethics and the law.
2. Demonstrate detailed knowledge of the concepts, principles, policies and rules applicable in such circumstances.
3. Situate the regulation of medical practice within its ethical, socio-economic and historical contexts.
4. Critically analyse the regulation of medical practice from a diverse range of perspectives (including historical, political, scientific and religious).
5. Critically evaluate the ethical, ideological and policy underpinnings of this area of the law.
6. Critically evaluate the efficacy of the regulation of medical practice (including its social, legal and economic consequences).

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Conduct complex research, and make appropriate use of both primary and secondary legal and non-legal sources.
2. Present relevant knowledge and understanding, including in the form of a reasoned argument.
3. Identify and evaluate ethical problems, and apply ethical perspectives, in the context of non-legal situations.
4. Use the English language with care, accuracy and effectiveness.
5. Properly present material with correct citation and use of references.

Method of Assessment

Main assessment methods

Pattern A (100% coursework)

Multiple-choice test (10%)

Multiple-choice test (10%)

Two 1,000-1,250 word short essays / briefing notes (two per term – 20% each)

Essay (2,500 words) - 40%

Pattern B (20% coursework, 80% project / dissertation)

Multiple-choice test (10%)

Multiple-choice test (10%)

Dissertation (80%) – 7,000 - 8,000 words

* Students must achieve a mark of 40% in the dissertation to pass the module overall.

Unless permission has been granted for assessment through dissertation, students will be assessed by coursework.

Permission will only be granted for assessment through dissertation if a student meets the Law School requirements for this method of assessment (published in the module catalogue entry for this module), and has satisfied the module convenor that the proposed dissertation is a viable project.

Reassessment methods

Like-for-like: where undertaken, students must achieve a mark of 40% the dissertation to pass the module on reassessment.

Preliminary Reading

- T. Beauchamp and L. Walters, 'Ethical Theory in Bioethics in Contemporary Issues in Bioethics' (1994)
- E. Jackson, 'Medical Law: Text, Cases and Materials' (2016)
- J. Herring, 'Medical Law and Ethics' (2018)
- G. T. Laurie, S. H. E. Harman and G. Porter, 'Mason & McCall-Smith's Law and Medical Ethics' (2016)
- Blackstone's Statutes on Medical Law (2017)

Pre-requisites

None. However, students must meet specific academic requirements in order to undertake the dissertation pathway in this module. These requirements can be found in the module catalogue entry for this module.

Restrictions

Not available to non Law students.

Synopsis *

This module considers the legal regulation of medical practice in its ethical, socio-economic and historical context, drawing on a range of critical, contextual and interdisciplinary perspectives. Students will be introduced to fundamental principles of medical ethics and the law, before moving on to discuss the wider aspects of ethical theory within selected topics. We concentrate on issues at the beginning of life (including abortion, surrogacy, assisted conception, genetics and embryo research) and at its end (euthanasia, futility and withdrawal of treatment), as well as body ownership, transplantation and organ donation.

LW520	Company Law and Capitalism					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

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1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework
1	Medway	Whole Year	H	30 (15)	80% Exam, 20% Coursework

Availability

All Law programmes.

Contact Hours

Total Contact Hours: 38

Private Study Hours: 262

Total Study Hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an in-depth understanding of the core concepts and principles of modern British company law and in the beliefs and values underlying it.
2. Apply inter-disciplinary and critical understanding of the historical development of those core concepts and of the socio-economic forces that shaped them.
3. Communicate an appreciation of the policy debates currently surrounding the issue of corporate governance and a critical understanding of the relevance of those debates to contemporary company law.
4. Demonstrate the ability to apply their knowledge of company law to concrete situations; to identify the legal issues arising out of complex hypothetical problem situations; and to recognise and formulate the arguments that might be made by the parties concerned.
5. Apply an in-depth knowledge and understanding of the issues and debates surrounding the governance of the large public companies that dominate the economy.
6. Acquire a critical framework (built on previous study) within which to understand these issues

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Critically evaluate an area of law both doctrinally and in terms of its socio-economic consequences.
2. Apply further research from a variety of sources informing a sustained and detailed argument.
3. Recognise potential alternative solutions to particular problems and make a reasoned choice between them.
4. Independently acquire knowledge and understanding in areas, both legal and non-legal, not previously studied.
5. Demonstrate an independence of mind and an ability to critically challenge received understandings and conclusions.

Method of Assessment

Main assessment methods

Assessment pattern A

Essay: 2,500 words (30%).

Exam: 3-hours (70%).

(OR)

Assessment pattern B

Dissertation: 5,000 words (60%).

Exam: 3-hours (40%).

Reassessment methods

Like-for-like.

Preliminary Reading

A. Dignam & J. Lowry, *Company Law*, 9th ed (Oxford, 2016)

P.L. Davies and S. Worthington, *Gower & Davies: Principles of Modern Company Law*, 9th ed. (Sweet & Maxwell, 2012)

D. Kershaw, *Company Law in Context: Text and Materials*, 2nd ed (Oxford, 2012)

L. Sealy & S. Worthington, *Cases and Materials in Company Law*, 10th ed (Oxford, 2013)

J. E. Parkinson, *Corporate Power and Responsibility: Issues in the Theory of Company Law* (Oxford, Clarendon Press 1993)

L. E. Talbot, *Critical Company Law* (Routledge, 2008)

Pre-requisites

None

Restrictions

Not available to non law students.

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Synopsis *

This module seeks not only to familiarise students with the basic concepts and structure of modern company law, but also to provide them with a critical understanding of the nature and dynamics of modern capitalism and of the historical development of industrial organisation and the emergence of company law within it. In addition to a selection on modern company law, therefore, the module also traces the rise of the joint stock company in the nineteenth century and the emergence of company law in its wake. It moves on to trace the twentieth century rise of the modern multidivisional, multinational company and its impact on company law. In this context, it also considers the nature of the share and of shareholding, and the role of the Stock Market, and explores contemporary debates about corporate governance. Key aspects will include exploring the contractual relations between, on the one hand, the company and its agents and on the other hand, third parties who deal with the company, tracing the evolutionary changes from the Common Law to the modern predominantly statutory framework. It will also deal with aspects of corporate management and control, including directors' duties, shareholders' rights and the increasingly important issues pertaining to market abuse and how the law seeks to deal with such practices. Students are encouraged to familiarise themselves with current issues in the commercial world by reading the financial pages of the newspapers, as reference will frequently be made to current events to facilitate the learning process. The module will address a range of inter-related questions: How well suited is modern company law to the regulation of the large modern corporation? What do shareholders do? What does the Stock Market do? In whose interests are modern corporations run? In whose interest should they be run? How do companies contract and, what are the relationships between the organs of the company?

LW522 Comparative Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	
2	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	

Availability

All single and joint honours undergraduate law programmes

Contact Hours

- Total study hours: 300
- Contact hours: 30
- Private study hours: 270

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a thorough understanding of the current theoretical debates within the field of comparative law;
2. Demonstrate a systematic ability to engage critically with the various, and at times conflicting, methods informing comparative law;
3. Demonstrate a detailed understanding of hermeneutics, deconstruction and translation studies as these movements pertain to the study of comparative law;
4. Demonstrate critical sensitivity to the cultural embeddedness of legal comparisons;
5. Demonstrate a sound understanding of the conditions under which legal ideas travel between different legal cultures;
6. Systematically identify legal problems arising in various legal cultures which can be better understood and sometimes even resolved through the recourse to law;
7. Demonstrate a thorough understanding of the economic, political and/or social implications arising from the application of various theories informing law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake guided and independent research by taking into account a variety of sources of information;
2. read carefully and efficiently both legal and non-legal texts;
3. Demonstrate argumentation skills;
4. Engage critically with legal and non-legal sources in writings;
5. Present material with proper citations and use of references.

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Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

1. A short paper, 2000 words, 20% of the final mark.
2. A short paper, 2000 words, 20% of the final mark.
3. A short paper, 1000 words, 20% of the final mark.
4. An essay, 3000 words, 40% of the final mark.

Reassessment methods

The module will be reassessed by retrieval instrument (100% coursework). The reassessment will test all of the module learning outcomes.

Preliminary Reading

- Stephen Breyer, *The Court and the World* (New York: Alfred A. Knopf, 2015).
- Günter Frankenberg, *Comparative Law as Critique* (Cheltenham: E. Elgar, 2016).
- Simone Glanert (ed.), *Comparative Law – Engaging Translation* (London: Routledge, 2014).
- Patrick Glenn, *Legal Traditions of the World*, 5th ed. (Oxford: Oxford University Press, 2014).
- Vicky C. Jackson, *Constitutional Engagement in a Transnational Era* (Oxford: Oxford University Press, 2010).
- George Ritzer and Paul Dean, *Globalization: A Basic Text*, 2nd ed. (Oxford: Wiley-Blackwell, 2015).
- Geoffrey Samuel, *An Introduction to Comparative Law Theory and Method* (Oxford: Hart, 2014).
- Mathias Siems, *Comparative Law* (Cambridge: Cambridge University Press, 2014).
- Konrad Zweigert and Hein Kötz, *An Introduction to Comparative Law*, transl. Tony Weir, 3rd ed. (Oxford: Oxford University Press, 1998).

Pre-requisites

Previous study of 'LAWS3130 A Critical Introduction to Law' and 'LAWS5880 Public Law I' is required.

Exchange students may be permitted to register for this module at the discretion of the module convenor, subject to appropriate prior study.

Restrictions

Not available to non-law students.

Synopsis *

In the current context of globalization, postcolonialism and transnationalism, not to mention the Europeanization of laws, every law student in the UK will almost inevitably encounter foreign law in the course of his or her professional life. For one thing, the legislator shows itself more and more open to the influence of foreign legal ideas in the legislative process. Also, appellate judges increasingly refer to foreign law in the course of their opinions. Further, private parties often enter into legal arrangements, such as contracts or wills, presenting an international dimension. In sum, nowadays, foreign law is everywhere and cannot be circumvented.

This module intends to provide law students with the necessary intellectual equipment allowing them to approach any foreign law (not only European laws) in a meaningful way. In particular, the module will heighten students' sensitization to the specificity of foreign legal cultures and encourage them to reflect in depth upon the possibilities and limits of cross-border interaction in the law. Another feature of this module will be a critical introduction to hermeneutics, deconstruction and translation studies with specific reference being made to law as these lines of thought are most relevant for comparatists. Throughout the course, concrete examples will be developed from a range of different national laws.

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LW5316		Foundations of Property				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam with Compulsory Numeric Elements	

Availability

This module is ONLY available to students on the Law LLB (Senior Status) programme.

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

1. Demonstrate knowledge and critical understanding of the concepts, principles and rules of a range of property law topics.
2. Identify and explain property-related issues and critically examine the terms within which those issues have been set.
3. Evaluate and critique the foundational components carried within the idea of 'property'.
4. Appreciate the historical, cultural, political and economic contexts relevant to the discussion of 'property', and situate and critically discuss these elements through an examination of specific property law issues and case material.

The intended generic learning outcomes

On successfully completing the module students will be able to:

1. Read cases and statutory materials and understand their relevance to legal dilemmas.
2. Summarise and critically comment upon complex material.
3. Critically analyse issues of moderate complexity.
4. Write critical evaluations of material (including court judgments), demonstrating appropriate use of authority and deployment of evidence in the building of argument.
5. Carry out independent research into discrete topics of property law.
6. Present material with proper citations and use of references

Method of Assessment

Independent research project essay 2000 words (50%)

Exam 2 hours (50%)

Reassessment methods

Like-for-like

Preliminary Reading

Davies M., (2007), *Property: Meanings, Histories, Theories*, London: Glasshouse

Garton J. (2015), *Moffat's Trusts Law* (Cambridge: Cambridge University Press, 6th ed., 2015)

Gordon R., (1996) 'Paradoxical Property' from J. Brewer and S. Staves, *Early Modern Conceptions of Property*, London: Routledge

Gray K. and Gray S.F. (2011), *Land Law*, (7th ed.), Oxford: Oxford University Press

Hudson A. (2015), *Understanding Equity & Trusts* (5th ed.), Oxford: Routledge

Mossman M.J. and Flanagan W., (2004), *Property Law Cases and Commentaries* (2nd ed.), Toronto: Emond Montgomery Publications

Murphy T., Roberts S. Flessas T., (2004) *Understanding Property Law*, London: Sweet and Maxwell

Pre-requisites

To be taken alongside LAWS3150 Introduction to Contract and Tort

Restrictions

This module is ONLY available to students on the Law LLB (Senior Status) programme.

Synopsis *

Following on from 'Introduction to Contract and Tort', 'Introduction to Property Law' continues the study of private law by introducing students to property law. 'Property' is something we tend to presume we know about, and rarely examine as an idea or practice closely. Most often we use it to connote an object or 'thing', and presume that it has something to do with 'ownership' of that object; we use expressions such as, 'This is mine,' and often do not examine the detail of what that really means.

This module begins to unpack and examine the ideas and practices of property more closely, looking in particular at land to ask questions such as: what do we mean by 'ownership'? What happens when a number of competing 'ownership claims' in one object exist? What are the limits of 'ownership'? Does 'ownership' entail social obligation?

When preparing for the module it will be useful to think about (and collect material on) current debates over contested ownership (or use) of property and resources, especially in relation to land.

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LW539	Droit Francais					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Availability

The module is compulsory for students enrolled in the LLB English and French Law. It is not available to students on any other single or joint honours law programmes and is not available as a wild module.

Contact Hours

Total contact hours: 59
Private study hours: 241
Total study hours: 300

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding and engagement with the principal features of the French legal system, including its institutions,
procedures and sources of law, with regard to matters of French public law.
2. Demonstrate a detailed understanding and engagement with the principal features of the French legal system, including its institutions,
procedures and sources of law, with regard to matters of French private law.
3. Demonstrate a critical understanding and engagement with the rules and principles which apply in French constitutional law.
4. Demonstrate a critical understanding and engagement with the rules and principles which apply in the French law of obligations.
5. Construct well-reasoned and well-structured written arguments in French according to the French legal methodology.
6. Demonstrate fluency in their use of French legal language.
7. Demonstrate an awareness of, and sensitivity to, the economic, political and/or social implications arising from studying a foreign legal system.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Read carefully and efficiently both legal and non-legal texts in French.
2. Demonstrate argumentation skills that relate to legal texts.
3. Present material with proper citations and use of references.
4. Undertake independent research on a defined topic, using French legal sources.
5. Effectively locate and use primary and secondary legal and other relevant sources.

Method of Assessment

Main assessment methods

Fiche de jurisprudence (Case note), 1500 words (20%)
Dissertation juridique (Legal Essay) in French constitutional Law, 2500 words (30%)
Dissertation juridique (Legal Essay) in French Private Law, 1500 words (20%)
Commentaire d'arrêt (Case Comment), 2500 words (30%)

Reassessment methods

Reassessment instrument (100% coursework)

Preliminary Reading

- Philippe Ardant and Bertrand Mathieu, *Droit constitutionnel et institutions politiques*, 28th ed. (Paris: LGDJ, 2016).
- David Bonnet, *L'essentiel de la méthodologie juridique*, 3rd ed. (Paris: Ellipses, 2015).
- Gérard Cornu, *Vocabulaire juridique*, 11th ed. (Paris: Presses Universitaires de France, 2016).
- Louis Favoreu and Loïc Philip, *Les grandes décisions du Conseil constitutionnel*, 18th ed. (Paris: Dalloz, 2016).
- Philippe Malaurie, Laurent Aynès and Philippe Stoffel-Munck, *Droit civil: les obligations*, 8th ed. (Paris: Defrénois, 2016).
- Christine Mangüé and Jacques-Henri Stahl, *La question prioritaire de constitutionnalité*, 2nd ed. (Paris: Dalloz, 2013).
- François Terré, *Introduction générale au droit*, 10th ed. (Paris: Dalloz, 2015).
- La Constitution de 1958
- Le Code civil

Pre-requisites

Students must have passed FREN3000 Learning French 3 (Post A Level) in Stage 1.

Students, who have been exempted from FREN3000, must have passed LAWS3150 Introduction to Obligations and LAWS3160 Foundations of Property in Stage 1.

Restrictions

Only available to students on LLB English and French Law.

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Synopsis *

The module comprises a short introduction to the French legal system followed by a more detailed analysis of French public law and French private law.

The first part of the module mainly addresses French constitutional law. The lectures and seminars will canvass a number of salient issues, namely: the contemporary relevance of French constitutional documents; the institutional organisation of constitutional and political authority in France; the evolving powers of the Conseil constitutionnel; and recent major law reforms having transformed French constitutional Law.

The second part of the module discusses the French law of obligations. The lectures and seminars will consider a range of key topics, such as the role and functioning of private law courts, with specific reference to the Cour de cassation; main features of the French law of obligations (contract law and tort law).

The module also introduces students to the rigorous discipline of the dissertation juridique, the commentaire d'arrêt and the cas pratique, three types of exercises which they will encounter on a regular basis during their year in France.

LW540	The Philosophy of Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	45% Exam, 45% Project, 10% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	

Availability

All single and joint honours Law programmes

Contact Hours

Total study hours: 300.

Contact hours: 30.

Private study hours: 270.

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a clear, in-depth understanding of the principal schools of thought about the nature of law.
2. Demonstrate precise knowledge of the major theoretical debates in philosophy of law.
3. Demonstrate a clear understanding of the major concepts and principles at issue in the philosophy of law, including those derived from general philosophy.
4. Prepare detailed accounts of the relevance of topics in general philosophy (including ethics, metaphysics and epistemology) to law.
5. Evaluate law critically as an example of practical as well as speculative reason.
6. Demonstrate the ability to engage in reasoned and sophisticated discussion on the major areas of theory and its practical application.
7. Articulate the aims of philosophy of law and its objectives in relation to law and legal reasoning.
8. Articulate and review the position of philosophy of law in relation to other theoretical perspectives about the nature of law, such as sociology of law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate advanced skills in reasoning and critical thinking.
2. Understand and deploy the critical research, argumentation and presentation skills necessary for academic writing.
3. Articulate in-depth, critical and philosophically astute arguments in writing
4. Undertake in-depth legal and philosophical research.

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Method of Assessment

Main assessment methods

There are two methods of assessment for LW540:

- Path A: 80% examination (3-hours) and 20% coursework (1 essay of 2,500 - 3,000 words); OR,
- Path B: 100% dissertation of 10,000 - 12,000 words.

Unless permission has been granted for assessment through dissertation, students will be assessed by coursework and examination. Permission will only be granted for assessment through dissertation if a student meets the Law School requirements for this method of assessment, and has satisfied the module convenor that the proposed dissertation is a viable project.

Reassessment methods

Like-for-like

Preliminary Reading

- Brian Bix, *Jurisprudence: Theory and Context*, 6th edition (Sweet and Maxwell, 2012)
- Ian McLeod, *Legal Theory*, 6th edition (Palgrave Macmillan; London, 2012).
- Raymond Wacks, *Understanding Jurisprudence: An Introduction to Legal Theory*, Third Edition (OUP 2012);

Regardless of which book is chosen in any particular year as the core text, other books (including those listed above) will be referred to frequently on the module. The following titles are indicative of this further reading:

- Michael Freeman, *Lloyd's Introduction to Jurisprudence*, 9th Edition (Sweet and Maxwell 2014)
- HLA Hart, *The Concept of Law*, 3rd edition (OUP 2012)
- Raymond Wacks, *Philosophy of Law: A Very Short Introduction*, 2nd edition (OUP 2014)

Pre-requisites

None

Synopsis *

The Philosophy of Law module is designed for those who think they might be interested in philosophical reflection and enquiry into law. The module assumes no prior knowledge of either philosophy or law. The module uses the tools of analytic philosophy in order to promote understanding and criticism of current and historical understandings of law and legal practice, and to promote students' own critical, reflective understandings concerning these topics. Module learning divides into two parts. The first part occupies Autumn Term learning and teaching, and comprises an introduction to philosophy of law and to the major school of thought in jurisprudence that have dominated reflection on the nature of law. A significant theme of this programme of study is to develop understanding of the relation of ideas in philosophy of law to a wider scholarship that includes historical and sociological understandings of legal practices. The second part occupies Spring Term learning and teaching, and is taken up with the close critical reading of a single monograph in the philosophy of law. The aim of this part of the module is to build upon and supplement Autumn Term learning through the focussed and detailed examination of a single, sustained argument offered within the subject field, thereby deepening earlier understandings and also enabling students to develop and refine their skills of philosophical reading and critique. reading and critique.

LW542		Policing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

All single and joint honours Law programmes

Contact Hours

Total study hours: 150

Contact hours: 19

Private study hours: 131

Department Checked

22/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Identify the main literature and sources relevant to the subject and to explain key research techniques in locating and using those materials.
2. Identify the key functions and principles of the policing process.
3. Consider ethical and legal principles underlying the police investigation of crime and their relationship to social policies.
4. Examine the procedures and decision stages of police work.

The intended generic learning outcomes.

On successfully completing the module students will have knowledge of:

1. The main sources of data about policing, from a range of disciplines. They should be able to use these materials for research purposes
2. The relationship between police forces and society
3. The workings of the police
4. The implications for the police of the European Convention on Human Rights

Method of Assessment

Main assessment methods

The module will be examined by 50% coursework and 50% written examination:

Essay, 3000 words (50%)

Exam, 2 hours (50%)

Alternatively a dissertation pathway may be taken, subject to availability in any given year (* as indicated in the module outline):

Dissertation, 5000 words (100%)

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual components of assessment within each pathway.

Preliminary Reading

Core text

Rowe, M Introduction to Policing (Sage: 2014)

Important reference books

Joyce, P, Policing: Development and Contemporary Practice (Sage: 2011)

Newburn, T, (ed.) Handbook of Policing 2nd ed. (Willan: October 2008)

Reiner, R, The Politics of the Police 4th ed. (OUP: 2010)

Pre-requisites

None

Restrictions

Not available to non-law students.

Synopsis *

The module seeks to provide an historical, legal and social understanding of the police, one of the key social and legal institutions of the modern state. The police are an integral part of the criminal justice system and as such, this module is a core element in a criminal justice programme.

LW543		Clinical Option				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Project	
2	Canterbury	Whole Year	H	30 (15)	70% Coursework, 30% Project	

Availability

All undergraduate Law programmes.

Contact Hours

Total study hours: 300

Contact hours: 60

Private study hours: 240

Department Checked

11/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate detailed and coherent knowledge of substantive law, procedure and practice in one or more fields of social welfare or public law;
2. Demonstrate the ability to analyse complex and changing situations of dispute, identifying appropriate legal and other resolution strategies and evaluating relevant ethical issues;
3. Critically reflect upon the operation of the law in practice, drawing upon legal practice, wide reading and original research;
4. Demonstrate specific legal skills such as: legal research, interviewing, negotiating, legal drafting, advocacy, presentation, case-management, and the ability to undertake appropriate further training of a legal professional nature.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Critically analyse complex situations, gaining an overview of the different aspects of a specific problem and identifying the issues which need further research;
2. Demonstrate and test hypotheses and strategies appropriate to unstructured and changing situations of fact, assessing relative probabilities, and relating the situation to wider contexts;
3. Present an argument or a hypothesis in a clear way, setting out reasoned conclusions, elucidating and deploying abstract concepts, testing current scholarship and developing an original perspective;
4. Demonstrate general skills such as: time-management, lobbying, collaborative working; the research ability to retrieve up-to-date information from a range of sources, to use the English language with care and accuracy, learning from practical experience, the ability to take the initiative and act independently in the planning and execution of tasks, the ability take responsibility for the conduct of serious problems on behalf of others, to organise and present work with an appropriate structure, and with good footnoting, bibliographic, citation and reference systems.

Method of Assessment

Main assessment methods

100% coursework, as follows:

- a) Conduct of Clinical work (i.e. assessment of the conduct of case or project work undertaken by students under supervision in the Law Clinic (50%)*
- b) Critical reflection, linked to clinical work undertaken, 1500 words (20%)
- c) Dissertation, 4500 words (30%)

* A mark of 40% or more is required in the 'Conduct of Clinical Work' element in order to pass the module overall.

* Exceptionally, for a variety of reasons, as an alternative to all or part of the requirement to undertake casework a student may be required to work in the Clinic on a project on a topic of relevance to the objects of the Clinic but not on behalf of a client. At the discretion of the Convenor, a student may choose to undertake such a project.

Reassessment methods

Like-for-like

Preliminary Reading

- BRAYNE H., DUNCAN N. and GRIMES R., (1998) *Clinical Legal Education: Active Learning in your law school*. Blackstone Press.
- 'Clinical Legal Education', *The Law Teacher (The International Journal of Legal Education)* 1996 Volume 30 Number 3 (Special Issue).
- GRANFIELD R. & MATHER L. (eds.) (2009) *Private Lawyers and the Public Interest: The Evolving Role of Pro Bono in the Legal Profession*. OUP USA.
- KERRIGAN K. & MURRAY V., (eds.) (2011) *A Student Guide to Clinical Legal Education and Pro Bono*. Palgrave Macmillan.
- QUIGLEY W.P. 'Introduction to Clinical Teaching For the New Clinical Law Professor: A view from the first floor'. *Akron Law Review*, Spring 1995, Vol 28:3, p.463.
- SRA Handbook (Solicitors Regulation Authority) [updated online] <http://www.sra.org.uk/handbook>
- WEINSTEIN I., 'Teaching reflective lawyering in a small case litigation clinic: a love letter to my clinic'. *13 Clinical L. Rev.* Vol. 13:573 2006-2007

Pre-requisites

None

Restrictions

This module has a quota (set by the School each year). Those wishing to take it must register for it. If more than the quota of students register, ballots will be held, and you will be informed as to whether you have been successful during the spring vacation in the academic year preceding. The first ballot will be for half the places and will be open only to those who have previously contributed to the work of the Clinic. A second ballot, for the remaining places, will be open to all remaining students registered for the module.

Not available to non-law students.

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Synopsis *

Students on this module must become members of the Kent Law Clinic, and work on 'live' cases for clients of the Clinic under the supervision of solicitors, or other experienced legal practitioners working alongside them. All Supervisors are members of the academic staff at Kent Law School. Students will develop their knowledge and understanding of specific areas of English law and procedure, and some specific skills. Students are encouraged to view their clinical work as a means to an end – not just the acquisition of important legal skills but primarily a better understanding and critical analysis of law and of legal practice. The excellent opportunity which clinical work provides for active learning, and for studying the interface between theory and practice, is placed firmly in this context.

Students are expected to undertake from the second week of Autumn term onwards until the end of the Spring term, under supervision, legal work in two areas of law of relevance to the objects of the Clinic. Students will normally work on cases rather than projects. A Supervisor will decide whether a student has undertaken sufficient substantial work for the purposes of this module. Students are required to carry out this work to the high professional standards expected of paralegal staff employed by solicitors.

In addition, students must carry out, also under supervision, the usual tasks associated with the conduct of legal casework such as case and file management, statement and précis drafting, legal research, interviewing, legal drafting, corresponding, negotiating, advocating, instructing counsel; and orally (or in briefing notes) presenting, explaining and discussing cases and projects (especially with Supervisors and in Clinic Seminars and Meetings).

Students will read and where relevant apply the Law Clinic's Case Management Guidelines. The first purpose of these Guidelines is to facilitate the proper conduct of clients' cases and of projects. Students will maintain a Student Folder, which will contain all drafts and research papers used by the student in respect of all casework or projects undertaken by that student. These are papers of primary relevance to the student but not the client. They will help to evidence the preparatory and research work undertaken by students, which may not be signalled in the Client Files.

LW556 Intellectual Property Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	45% Exam, 45% Project, 10% Coursework	
1	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Whole Year	H	30 (15)	50% Exam, 50% Project	
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	

Availability

All undergraduate law programmes. Available to social science non law students with the convenor's permission.

Contact Hours

Total study hours: 300

Contact hours: 40

Private study hours: 260

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Apply a detailed knowledge and understanding of concepts, principles, policies, issues, debates and legal doctrine associated with various areas of intellectual property law.
2. Critically identify the theoretical, cultural and social underpinnings of intellectual property law.
3. Demonstrate a detailed understanding of the diverse influences that shape UK intellectual property law and the increasing impact of EU jurisprudence in its development.
4. Critically evaluate intellectual property law: to take nothing at face value, to go beneath the surface of the law to critically analyse and evaluate it, in the written assessments.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an ability to structure, formulate, communicate and defend arguments effectively.
2. Understand, select and synthesise complex information.
3. Apply critical analytical tools in order to appreciate conflicting decisions and viewpoints.
4. Demonstrate independent research.

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Method of Assessment

Main assessment methods

The module will be assessed by 50% Exam and 50% Coursework as follows:

Research essay, 3,500 words (50%)

AND

Examination, 3 hour (50%)

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment. The reassessment will test all of the learning outcomes as indicated below.

Preliminary Reading

There will be two required materials:

1. Textbook- The recommended text is Lionel Bently and Brad Sherman, Intellectual Property Law, Oxford University Press, 2014.

2. Statute Book – The recommended statute book is Blackstone's Statutes on Intellectual Property (13th edition, 2016), edited by Andrew Christie and Stephen Gare.

Supplementary texts:

1. Tanya Aplin and Jennifer Davis, Intellectual Property: Text, Cases and Materials, Oxford University Press, 2017.

2. W.R. Cornish, Tanya Aplin and David Llewelyn, Intellectual Property: Patents, Copyright, Trade Marks and Allied Rights (Sweet and Maxwell, 2013).

Pre-requisites

None

Synopsis *

The course aims to provide students with abilities to develop an understanding of the following issues: (a) Foundational principles, justificatory arguments and theoretical frameworks of intellectual property law; (b) Key legislation and case law and the relationship of levels of law making in intellectual property law; (c) A basic understanding of UK intellectual property law (copyright, breach of confidence, trade marks and patents)

This module will focus on the leading topic areas of intellectual property law (including practical aspects), namely:

- Copyright
- Patents
- Trade marks
- Passing off
- Breach of confidence

LW563		Law - Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	

Availability

Only available to finalist (stage 3 or 4) students.

Contact Hours

This module will be taught by means of lectures, supervision sessions and private study.

Total study hours: 300

Contact hours: 10

Private study hours: 290

Department Checked

11/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Explain and justify the significance of their research.
2. Demonstrate a comprehensive familiarity with the literature relevant to their research project.
3. Demonstrate a comprehensive familiarity with the theories, concepts and methods relevant to their research projects.
4. Examine and critically evaluate legal issues within a social and critical context as evidenced by and within their dissertation projects, and be able to support the evaluation with evidence and reasoning.
5. Conduct research independently by drawing on feedback from academic supervisors, by exercising reflection and self-criticism, and by managing time and resources effectively.
6. Communicate the findings of their research effectively and fluently in a substantial piece of writing.
7. Engage with the various stages of the research process – from formulating meaningful and feasible research questions to conducting the research and presenting the research findings.
8. Complete a substantial research project within a limited timeframe, which presents a coherent argument that is supported by evidence, reason and critical judgement.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Conduct systematic bibliographical research drawing on a wide range of sources including books, journals and online resources
2. Undertake analysis of complex areas of knowledge and make carefully constructed arguments and advocate solutions to practical and/or academic problems
3. Engage in academic and professional communication with others
4. Demonstrate independent learning ability required for further study or professional work

Method of Assessment

Main assessment methods:

The module will be assessed by 100% project as follows:

A draft chapter or outline, 2,000 words (20%)

Dissertation, 10000-12000 words (80%) *

* PASS COMPULSORY

Reassessment method:

Reassessment instrument (100% project)

Preliminary Reading

Bell, J, Doing your Research Project: A guide for first-time researchers 6th Ed, (Open University Press, Maidenhead 2014)

Cottrell, S, The Study Skills Handbook (Palgrave Study Skills) 4th Ed, (Palgrave Macmillan, 2013)

Crème, P & Lee, M, Writing at University 3rd Ed, (Open University Press, Maidenhead 2008)

Denscombe, M, The Good Research Guide: For Small Scale Research Projects 5th Ed, (Open University Press, Maidenhead 2014)

Denscombe, M, Research Proposals: A Practical Guide, (Open University Press, Maidenhead 2012)

Girden, E, Evaluating Research Articles from Start to Finish 3rd Ed, (Sage, London 2010)

May, T, Social Research: Issues, Methods and Research 4th Ed, (Open University Press, Maidenhead 2011)

Pre-requisites

Only students with EITHER the minimum of a 2:1 mark in the LAWS5920 Public Law Special Study (Stage 2) OR a Minimum of a Merit in Stage One are usually allowed to register for this module. However, a case for allowing a student onto the module who has not achieved one of these thresholds can be considered in each individual case by the convenor. The division will contact the student explaining their options, if a student registers during OMR and the conditions are not met.

Students MUST read the Dissertation Guidance and submit a Dissertation Notification Form, as part of the registration process. These are both available on the Law Student Guide on Moodle. Please note: Your supervisor must confirm they are happy to supervise your dissertation, before submitting this form.

Restrictions

Not available to non law students.

Synopsis *

The module is taken over two terms. It begins with lectures introducing the trajectory of a research project, the use of library resources, primary and secondary material, use of citations and constructing a bibliography etc. This introduces students to a route map through the research process from an initial "problem" to formulating a suitable "research question", to choosing a method and research design, to conducting the research; from taking notes to drafting chapters; from deciding on the chapter breakdown to the writing of the dissertation; from developing an argument to presenting it in written form. However, the main experience of the module is found in the supervision process between supervisor and student, who between themselves decide on the specific plan for the research programme.

LW566	Law Dissertation (1 unit option)					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Project	
1	Canterbury	Spring	H	15 (7.5)	100% Project	

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Availability

All Law programmes. Not available to non-law students.

Contact Hours

Total study hours: 150

Contact hours: 7

Private study hours: 143

Department Checked

22/03/2022

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Explain and justify the significance of their research
2. Be familiar with the literature relevant to their research
3. Be familiar with the theories, concepts and methods relevant to their research
4. Examine and critically evaluate legal issues within a social and critical context as evidenced by and within their dissertation projects, and
be able to support the evaluation with evidence and reasoning
5. Conduct research independently by drawing on feedback from academic supervisors, by exercising reflection and self-criticism, and by
managing time and resources effectively
6. Communicate the findings of their research effectively and fluently in an extended piece of writing (a 6-8,000 word dissertation)

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Be familiar with the research process – from formulating meaningful and feasible research questions, through undertaking research using
appropriate literature (whether primary or secondary)
2. Undertake analysis of complex areas of knowledge and make carefully constructed arguments
3. Have independent learning ability required for further study or professional work

Method of Assessment

Main assessment methods

The module will be assessed by 100% project as follows:

A dissertation, 6000-8000 words (100%)

Reassessment method

The module will be reassessed by a reassessment instrument of a dissertation for 100%. The reassessment will test all of the learning outcomes as indicated in section 14 below.

Preliminary Reading

Bell, J, Doing your Research Project: A guide for first-time researchers 6th Ed, (Open University Press, Maidenhead 2014)

Cottrell, S, The Study Skills Handbook (Palgrave Study Skills) 4th Ed, (Palgrave Macmillan, 2013)

Crème, P & Lee, M, Writing at University 3rd Ed, (Open University Press, Maidenhead 2008)

Denscombe, M, The Good Research Guide: For Small Scale Research Projects 5th Ed, (Open University Press, Maidenhead 2014)

Denscombe, M, Research Proposals: A Practical Guide, (Open University Press, Maidenhead 2012)

Girden, E, Evaluating Research Articles from Start to Finish 3rd Ed, (Sage, London 2010)

May, T, Social Research: Issues, Methods and Research 4th Ed, (Open University Press, Maidenhead 2011)

Pre-requisites

Only students with EITHER the minimum of a 2:1 mark in the LAWS5920 Public Law Special Study (Stage 2) OR a Minimum of a Merit in Stage One are usually allowed to register for this module. However, a case for allowing a student onto the module who has not achieved one of these thresholds can be considered in each individual case by the convenor. The division will contact the student explaining their options, if a student registers during OMR and the conditions are not met.

Students MUST read the Dissertation Guidance and submit a Dissertation Notification Form, as part of the registration process. These are both available on the Law Student Guide on Moodle. Please note: Your supervisor must confirm they are happy to supervise your dissertation, before submitting this form.

Restrictions

All Law programmes. Not available to non-law students.

Synopsis >*

The module is taken over one term. Students will attend a small number of lectures introducing the trajectory of a research project, the use of library resources, primary and secondary material, use of citations and constructing a bibliography etc. The main experience of the module is found in the supervision process between supervisor and student, who between themselves decide on the specific plan for the research programme.

LW570 Law and Social Change						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

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1	Canterbury	Autumn	H	15 (7.5)	100% Project
1	Canterbury	Spring	H	15 (7.5)	100% Coursework
1	Canterbury	Spring	H	15 (7.5)	100% Project

Availability

All single and joint honours Law programmes

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Employ a range of theoretical approaches to understanding law, morality, and social change, by exploring diverse perspectives, and selected case studies.
2. Demonstrate independent, critical thinking on the history, and social and political character of legal change.
3. Reflect upon and analyse the moral and ethical content and impact of law as it impacts on social change.
4. Demonstrate advanced research and writing skills
5. Engage in a critical discussion of the nature, function and effects of law as it has been, is, ought to and/or might be expressed in the bringing about of social change
6. Undertake explorations, demonstrations, critical evaluations and engagements in the context of moral discourse, social struggle, conflict resolution and social integration
7. Demonstrate an awareness of the economic, political and/or social implications of legal forms and remedies in the pursuit of social change.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Devise and sustain an argument and present relevant knowledge and understanding in the form of reasoned argument.
2. Carry out further research from a variety of sources including scholarly reviews and primary sources to inform a sustained and detailed argument.
3. Identify and evaluate legal and policy problems according to their historical, political and legal context.
4. Analyse critically detailed conceptual current and historical material, and recognize and comment on the different positions that are taken in the literature surveyed.

Method of Assessment

Main assessment methods

Research Essay (6000 words) (100%)

Reassessment methods

Reassessment instrument: 100% project

Preliminary Reading

- S. L. Roach Anleu, 'Law and Social Change', Sage; 2nd Ed; 2010
- R. Mawani, 'Law and Colonialism: Legacies and Lineages' (chapter 27) in A. Sarat and P. Ewick (eds.) 'The Handbook of Law and Society', Malden: Wiley-Blackwell, 2015.
- S. L. Cummings, 'Empirical Studies of Law and Social Change: What is the Field? What are the Questions?', Wis. L. Rev. 171, 2013.
- S. Falk Moore, 'Law and Social Change: The Semi-Autonomous Social Field as an Appropriate Subject of Study', Law and Society Review 7(1), 1972.
- P. Fitzpatrick, 'Being Social in Socio-Legal Studies' 22(1), Journal of Law and Society, 1995.
- S. M. Sterett, 'What is Law and Society? Definitional Disputes' (chapter 1) in A. Sarat and P. Ewick (eds.), 'The Handbook of Law and Society', Malden: Wiley-Blackwell, 2015.
- B. Z. Tamanaha, 'A General Jurisprudence of Law and Society', Oxford: Oxford University Press, 2001.
- A. Sen, 'What is the Role of Legal and Judicial Reform in The Development Process?', World Bank Legal Conference, Washington DC, 5 June 2000
- B. Z. Tamanaha, 'Law and Society' in Dennis Patterson (ed.) 'A Companion to Philosophy of Law and Legal Theory', Malden: Wiley-Blackwell, 2010.
- M. Travers, 'Introduction' in Understanding Law and Society', London: Routledge, 2010.

Pre-requisites

None

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Synopsis *

This module investigates the relationship between law and social change, and explores the political, economic and social dynamics that affect this relationship over time. The module will consider questions such as:

- Why is the law a terrain of social struggle?
- How does the law respond and/or contribute to social change?
- How do the values or worldviews that the law incorporates affect the legal advancement of social change?
- How does the character of the law change in relation to different political, economic and social contexts?
- What are the obstacles and limitations to the law contributing to and creating social change? How is the context in which the law operates important in this analysis?
- How can we engage with the law to pursue change towards social justice?

The first part of the module examines the relationship between law and social change as addressed by key classical and contemporary social theorists. This exploration is then extended with an analysis of how and to what extent social movements can affect legal reform and eventually contribute to social change. The second part of the module investigates a number of concepts and areas in relation to which the approaches and ideas explored in the previous part can be applied, questioned, reframed or expanded. These concepts and areas are morality, democracy, globalisation, rights and citizenship, and the role of legal professions in social change.

LW572 Immigration, Asylum and Refugee Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Lectures – 20 hours per annum; Seminars – 20 hours (approximately)

Department Checked

yes

Learning Outcomes

On completion of this module it is intended that students will be able to demonstrate critical knowledge and understanding of the following matters of relevance to the field of nationality, immigration and asylum law:

- the sources of immigration, asylum and refugee law;
- the history and theory of governing immigration, asylum and refugee subjects ;
- key aspects of the regulation of legal and illegal immigration to Britain;
- key aspects of the international regulation of asylum and refugee protection;
- the main intellectual and interdisciplinary debates in the areas of immigration, asylum and refugee law.

Method of Assessment

100% coursework.

Preliminary Reading

G Clayton Textbook on Immigration and Asylum Law (5th ed, Oxford University Press, 2012)
Macdonald's Immigration Law and Practice (8th Ed, Butterworths 2010)

Restrictions

Not available to non Law students.

Synopsis *

The following key themes will be covered in the module:

- I. Legal Sources of Immigration, asylum and refugee law: British, EU, Council of Europe, international, comparative.
- II. Historical Evolution of the government and regulation of immigration, asylum and refugee subjects.
- III Asylum and Refugee law: (1) International, ECHR and EU standards on asylum and refugee protection (2) Key aspects of British law and practice on asylum.
- IV. Select aspects of Immigration law (British, EU and ECHR standards will be integrated)
- V. Key contemporary problems in each of the fields of immigration, asylum and refugee law (as case studies).
- VI. Key interdisciplinary contemporary debates and contributions to the study of immigration, asylum and refugee law.

LW578 Law and Political Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Availability

LLB in Law and available as option to all Social Sciences students

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Contact Hours

Total Study Hours: 300

Contact Hours: 40

Private Study Hours: 260

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an in-depth understanding of the significance of political theory in attending to contemporary juridical and political problems;
2. Demonstrate an appreciation of juridical and philosophical ideas about sovereignty and how these shape the relationship between law and the subject;
3. Demonstrate a detailed knowledge and understanding of the distinctions between the ideas of state, civil society, sovereign/subject and human/animal;
4. Demonstrate detailed knowledge and understanding of the origins of the aforementioned ideas in modernity/post-modernity and their significance for resolving contemporary juridical problems;
5. Demonstrate detailed knowledge and understanding of the history of political and philosophical ideas in relation to the concept of 'sovereignty';
6. Demonstrate critical understanding of the relationship between political theory and theories which underpin 'the law';
7. Demonstrate a detailed understanding of modern theories of power and authority and their relation to societies in transition (post-racist, post-conflict societies).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Critically analyse complex contemporary juridical problems;
2. Demonstrate sophisticated and complex theoretical arguments gained through reading and understanding;
3. Demonstrate independent research and draw on different sources to produce an analysis of juridical and political problems;
4. Formulate research questions and independently identify contemporary issues that can be examined through political theory.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework consisting of:

- Essay, 4500 words (40%);
- Individual oral presentation (20%);
- Reflective Piece, 3000 words (30%);
- Seminar participation (10%)

Reassessment methods

The module will be reassessed by a reassessment instrument of an essay for 100%.

Preliminary Reading

Agamben, G, *Homo Sacer: Sovereign Power and Bare Life*, Trans. Daniel Heller-Roazen (Stanford, CA: Stanford University Press, 1998).

Foucault, M, "Society Must Be Defended", *Lectures at the Collège de France, 1975-1976*.

Hardt, M and Negri, A, *Empire* (Cambridge, MA: Harvard University Press, 2000).

Hobbes, T, *Leviathan* (Cambridge: Cambridge University Press, 1991).

Membe, A. "Necropolitics" *Public Culture*, 15/1 2003, pp. 11-40

Schmitt, C, *The Concept of the Political*, Trans. George Schwab. (Chicago: University of Chicago Press, 1996).

Pre-requisites

None

Synopsis <span style =

This module is designed to provide an understanding of the interrelationship between political theory and law in modernity. Drawing upon political theory it explores ideas of law, power, resistance, community, sovereignty and the subject. The objective is to build a solid understanding of political theory in relation to these key concepts, and then use this understanding to examine contemporary political and juridical questions such as those of democracy and citizenship; multiculturalism, bio-politics, secularism, terrorism, post-colonialism and contemporary formations of Empire. In so doing, the module seeks to equip students with the necessary intellectual tools for deploying insights from political theory and philosophy to the study of law.

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LW580	Consumer Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Availability

All undergraduate Law programmes including Joint Honours.

Contact Hours

Total study hours: 300

Contact hours: 40

Private study hours: 260

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate knowledge of the relevant common law, statutory and non-statutory sources in the area of consumer law and to research and apply that knowledge to concrete fact situations.
2. Demonstrate an understanding of the standard policy arguments and frameworks of consumer law, and to apply and critique them in concrete policy problems.
3. Appreciate the role of consumer law and policy within the "new regulatory state" in the UK.
4. Demonstrate an awareness of the different forms of legal regulation of consumer market transactions (e.g. private law, administrative regulation, "soft law", harnessing market incentives), and their strengths and weaknesses.
5. Assess claims about the progressive potential of consumer law and its relationship to broader social policies such as addressing social exclusion.
6. Appreciate the scope of EU consumer law and policy and its effects on UK law.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Effectively locate primary and secondary legal and policy sources and to apply them to specific policy and legal issues.
2. Critically evaluate an area of law both doctrinally and in terms of its socio-economic consequences.
3. Recognise potential alternative solutions to particular problems and make a reasoned choice between them.
4. Formulate and sustain a complex argument, supporting it with appropriate evidence

Method of Assessment

Main assessment methods

The module will be assessed by 30% coursework and 70% examination as follows:

Essay, 3000 words (30%)

Exam, 3 hours (70%)

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual components of assessment.

Preliminary Reading

Blackstones Statutes on Commercial and Consumer Law 2017-2018 (Oxford University Press).

Mathew Hilton, Consumerism in 20th Century Britain (Cambridge, CUP, 2003).

G. Howells & S. Weatherill, Consumer Protection Law (Ashgate, 2d ed. 2005).

G. Howells, H. Micklitz & T. Wilhelmsson, European Fair Trading Law (Ashgate, 2006).

I Ramsay, Consumer Law and Policy: Text Cases and Materials on Regulating Consumer Markets (Oxford, 3rd edition, Hart Publishing)

C Scott & J Black, Cranston's Consumers and the Law (Cambridge: Cambridge University Press, 3d ed. 2000).

Pre-requisites

LAWS3150/LAWS3250 Introduction to Contract and Tort

Restrictions

Not available to non Law students.

Synopsis *

The module addresses the regulation of consumer markets. This module is aimed at students who wish to have an understanding of substantive law, policies and institutional framework concerning the regulation of consumer markets.

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LW581	Law and Literature and Film					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

All single and joint honours law programmes. This module is also available to ERASMUS, and other short term students, visiting the law school.

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the significance of literature, and literary theory, for the study of law in the Western European tradition.
2. Extrapolate and critically evaluate key themes within this tradition from literacy texts and appreciate the humanities context within which both literature and law have developed.
3. Demonstrate a detailed understanding of the developments and changes in literary forms, the context within which literature is produced and received, and the relationship, where relevant, to the expectations of law.
4. Demonstrate a critical understanding of the ways in which literary analysis deepens a reader's understanding of text and the ways in which similar patterns of analysis can be brought to bear on legal texts.
5. Understand the significance of key ideas developed in literary theory and relate them to an examination of our understanding of law.
6. Identify and critically evaluate contemporary themes and issues evidenced in both the context and form of literary texts, and relate these to legal practices as well as critiques of law.
7. Understand and appreciate, in a nuanced way, literary and rhetorical techniques evidenced in the practices of law, in particular such issues as the use of narrative and metaphor in legal judgments and the construction and trajectories of argumentation evidenced in legal texts and acts of performance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Write cogently and creatively about legal themes in selected texts, including film and television.
2. Demonstrate a broad range of analytical skills including the close reading of text, methods for analysing and deconstructing text, and the extrapolation of key arguments and consideration of the form in which they have been presented.
3. Situate texts within the context in which they were produced and are received.
4. Formulate research questions and independently identify contemporary issues that can be examined through the use of literature and literary theory.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Short Paper, 1000 words (10%)

Research Paper, 3000 words (90%)

Reassessment methods

The module will be reassessed by a reassessment instrument of a Research Essay for 100%.

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Preliminary Reading

Preliminary Reading

- Camus, Albert, *The Outsider* (London: Penguin Books, 2012)
- Dickens, Charles, *Bleak House* (Wordsworth, 1993)
- Goodrich, Peter, *Languages of Law* (London: Weidenfeld & Nicolson, 1990)
- Kafka, Franz, *The Trial* (London: Penguin Books, 2000)
- Orwell, George, *Politics and the English Language* (Oxford City Press, 2009)
- Palahniuk, Chuck, *Fight Club* (London: Vintage, 1996)

Preliminary Viewing

- *The Trial* (1963) Directed by Orson Wells [Film]. USA: Astor Pictures Corporation

Pre-requisites

None

Restrictions

Not available to non-law students.

Synopsis *

So much of law is about text and the manipulation of language: Becoming sensitive to the construction of narratives in judgements, learning to read argument in its many forms, recognising the ways in which words, and patterns of words, can be used to create effect, playing with ambiguities or seeking to express an idea with clarity, all these are fundamental skills for a lawyer. Law is also about performance, the roles which are assigned to us and the drama of the court room. And law, as text and performance, carries fundamental cultural messages about the society we live in and the values we aspire to. During this module, we will examine some of the many ways in which reading, viewing and listening to, 'the arts' helps us to think more concisely as well as more imaginatively about law. We welcome on to the module anyone who shares, with us, an enjoyment of reading, viewing and listening – this is a chance for students to be introduced to material they may not be familiar with as well as a chance to pursue an interest they may already have. Although the module is designed primarily for law students, it is also open to undergraduates from other degree programmes.

The module focuses on a small number of key texts through which to explore the themes and develop student skills. These vary from year to year.

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LW582	Banking Law					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

All Social Sciences undergraduate Law programmes

Contact Hours

Contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate an in-depth understanding of the nature and legal status of the banker-customer relationship;
2. demonstrate detailed knowledge of the operation of customer accounts and the scope of the bank's duties to customers;
3. demonstrate detailed knowledge of banking operations, including the provision of credit, the taking and enforcement of security for loans;
4. analyse and critically evaluate the relationship between the law and banking business as well as the practical application of the law to banking;
5. recognise and evaluate the issues related to the provision of banking services and regulation of the banking industry.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. structure, formulate, communicate as well as defend their arguments in relation to the issues identified;
2. organise their work, engage in independent study and use of resources particularly from the Library, the Kent electronic network (e.g. Library CD-ROMs, Lexis) and the Internet;
3. carry out independent research.

Method of Assessment

Main assessment methods

The module will be examined on the basis of 100% coursework:

Essay, 2,500 words (70%)

'Policy-Orientated' Problem Question, 1,250 words (30%)

Reassessment methods

Like-for-like

Preliminary Reading

- A Arora, Banking Law (Pearson 2014)
- A Arora, Electronic Banking and the Law (2nd ed, Banking Technology, 1993)
- R Cranston, Principles of Banking Law (2nd ed, Oxford University Press, 2002)
- M Hapgood, Paget's Law of Banking (13th ed, LexisNexis Butterworths, 2007)
- G Penn & J Wadsley, The Law relating to Domestic Banking (Sweet & Maxwell, 2002)

Pre-requisites

None

Restrictions

Not available to non-law students.

Synopsis >*

The module will be divided into three main sections. The first section will involve an examination of the banker-customer relationship, including the rights and obligations of the parties in that relationship, the use of different methods of payments and remedies. The second section will focus on the provision of credit by banks to customers. This section will look at the types of credit facilities provided by banks, the taking of security by banks and the enforcement of such security. The final section will focus on money laundering regulation within the banking industry.

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LW583	Art and Cultural Heritage Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	70% Exam, 30% Coursework	

Availability

All single and joint honours law programmes

Contact Hours

Contact hours: 39

Private study hours: 261

Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Analyse key aspects of the historical and social regulation of art and cultural heritage within society;
2. Critically explore the aspects of the legal and illegal trade in art and cultural objects that generate the need for regulation at a national and international level;
3. Critically explore the need to return, restitute or repatriate cultural objects that were illegally acquired in time of colonisation and/or war
4. Critically discuss the legal issues relating to the regulation of cultural heritage at a national and international level;
5. Demonstrate their conceptual understanding of legal concepts and procedures in relation to the regulation of the art market and cultural heritage in order to devise and sustain an independent argument;
6. Appreciate the scope of EU and International law and policy and their effects on UK law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Effectively locate primary and secondary legislation at national and international level and apply it to intricate policy and legal issues;
2. Critically evaluate an area of law both doctrinally and in terms of its historical and social consequences;
3. Effectively apply knowledge to analyse complex issues;
4. Recognise potential alternative solutions to particular issues and make a reasoned choice between them;
5. Formulate and sustain a complex argument, supporting it with appropriate evidence.

Method of Assessment

Main assessment methods

The module will be assessed by coursework (60%) and exam (40%):

Case Study, 1,500 words (15%)

Case note, 1,500 words (15%)

Essay or Problem Question, 2000 words (30%)

Exam, 2 hours (40%)

Reassessment methods

Like-for-like

Preliminary Reading

Journals

- Art, Antiquity and Law
- International Journal of Cultural Policy
- International Journal of Cultural Property

Authored works

- Blake J, International cultural heritage law (Cultural Heritage Law and Policy, Oxford, United Kingdom : Oxford University Press 2015)
- Forrest C., International Law and the Protection of Cultural Heritage (2010, Routledge)
- Francioni F. (ed), Enforcing International Cultural Heritage Law (2013, OUP)
- D. Gillman, The Idea of Cultural Heritage (2010, CUP)
- J. Merryman (ed), Imperialism, Art and Restitution (2006, CUP)
- A. Vrdoljak, International Law, Museums and The Return Of Cultural Objects (2006, CUP)

Pre-requisites

None

Restrictions

Not available to non-law students.

Synopsis <span style =

This area of law considers a developing jurisprudence that involves international treaties, laws, ethics, and policy considerations relating to the art market and cultural heritage. This module aims to define art and cultural heritage/cultural property; to identify the need for national and international regulation of the art trade (theft, illegal export, trafficking) both in time of peace and in time of war as well as the issue of restitution of wrongfully displaced objects. It will also explore areas of the art trade that need regulation such as consumer protection (fakes and forgeries); the role of experts (opinion and liability), artists (his rights, his freedom and his life), dealers (auction houses and private dealers), and museums (role and collection management) in the trade. Finally, the module addresses the essential question of the need to change the law to accommodate the specific needs of protection of cultural heritage and it aims to give coherence to a complex body of rules at the intersection of civil law, property law, criminal law, public law, private international law and public international law.

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LW584 Forensic Science in Criminal Trials						
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	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

All single and joint honours Law programmes.

Contact Hours

Total study hours: 150

Total contact hours: 20

Private study hours: 130

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the development of the use of forensic evidence in the criminal justice process.
2. Demonstrate a critical understanding of the issues surrounding the use of established and new techniques of forensic science in the criminal justice process
3. Critically evaluate the operation of forensic evidence in the criminal law in the social context
4. Engage in reasoned and informed discussion on the major themes surrounding the presentation of forensic evidence in criminal trials
5. Demonstrate detailed accounts of the major issues surrounding forensic evidence in court making appropriate reference to legal and academic source authorities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake detailed and critical legal research using interdisciplinary research tools
2. Present critical legal argument and debate in writing
3. Demonstrate potential alternative conclusions for particular situations, and provide supporting reasons for them.
4. Critically identify and retrieve up to date information, using paper and electronic sources;
5. Utilise relevant legal terminology with care and accuracy;

Method of Assessment

Main assessment methods

Assessment Pattern A – 100% coursework:

Unseen paper 1 – 1250 words (25%)

Unseen paper 2 – 1250 words (25%)

Written coursework, 2500 words (50%)

Assessment Pattern B - 100% Dissertation:

Dissertation, 5000-6000 words (100%)

13.2 Reassessment methods

Like-for-like

Preliminary Reading

A Jackson & J Jackson, Forensic Science (Prentice Hall, Current edition)

- Journal of Evidence and Proof
- Criminal Law Journal
- Oxford Journal of Legal Studies
- New Law Journal

Pre-requisites

None

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Synopsis *

This module considers how criminal law makes use of science. Forensic evidence is a rapidly developing area in criminal trials – new techniques are continually being developed and forensic evidence such as DNA profiling is increasingly presented as evidence. This rapid expansion has resulted in forensic evidence becoming increasingly debated in the media and by the criminal justice process – from articles hailing DNA profiling as preventing or undoing miscarriages of justice to those questioning a lay jury's ability to make a judgement in cases involving highly complex scientific or medical evidence.

The module will be broken down into 4 parts:

1. Initially, analysis of the historical development of the use of forensic evidence will be made along with explanation of both what constitutes forensic evidence and the basic scientific techniques involved.
2. Consideration of the way in which forensic science has developed as a useful tool within the criminal justice process
3. Analysis of the difficulties of placing emphasis on forensic science within the trial system – cases in which forensic science has resulted in subsequently questioned decisions.
4. Current issues surrounding the use of forensic science: This section of the course will be devoted to considering the questions which arise out of the use of forensic evidence such as:
 - Who should decide whether a new scientific technique should be admissible evidence,
 - Who are the experts who present the evidence to juries
 - To what extent does the admission of forensic evidence assists juries.

LW585		Environmental Law I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

All Law undergraduate courses. Environmental Law Theory and Practice is available as an elective module.

Contact Hours

Contact Hours: 20
Private Study Hours: 130
Total Study Hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module, students will be able to:

1. Demonstrate a sound understanding of environmental quality law and the law relating to pollution control, and the role of international, EU and national law in relation to this.
2. Demonstrate a detailed appreciation of the role of law in giving effect to environmental policy objectives, alongside other disciplines, and be able to offer critical evaluation of the role of the law in addressing environmental challenges.
3. Demonstrate research skills in locating and retrieving legal and policy sources and using these effectively in written work.

The intended generic learning outcomes.
On successfully completing the module, students will be able to:

1. Understand complex legislative material and judicial decisions; to analyse complex issues and problems; and critically relate the issues to their wider socio-economic context.
2. Present critical and research-substantiated arguments in written work.
3. Recognise alternative solutions to legal issues and to evaluate these.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework or 100% dissertation as follows:

Coursework – Short Essay (1250 words) - 20%
Coursework – Essay (3500 words) – 80%

Students must pass the 80% 'Essay' element in order to pass the module overall.

OR

Dissertation (6000 words) – 100%

Reassessment methods
Like-for-like

Preliminary Reading

- Alder and Wilkinson, Environmental Law and Ethics (Macmillan)
- Bell, and others, Environmental Law (Oxford)
- Fisher, Lange and Scoford, Environmental Law: Text, Cases and Materials (Oxford)
- McEldowney and McEldowney, Environmental Law (Longman)
- Wolf and Stanley, On Environmental Law (Cavendish)

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Pre-requisites

None

Synopsis *

The overall objective of the module is to provide an exposition of Environmental Law which seeks to assess the functioning of the law alongside the environmental problems that it seeks to address. Many of these problems admit scientific, economic and administrative responses as readily as legal ones. However, the underlying premise is that, alongside other disciplines, law has an essential part to play in the protection of the environment. Within law, various strategies that may be applied to environmental problems have different strengths and weaknesses. In each case the options must be reviewed and it must be asked, which is the most appropriate legal approach to a particular kind of environmental problem?

To some extent this eclectic perspective spans traditional legal boundaries emphasising features which may be overlooked in customary treatments of subjects such as criminal law, tort, administrative law and European Union law, but it is a subject which has a distinctive identity determined by the specific problems that the law seeks to address. Environmental Law seeks to examine and assess laws, of widely different kinds, from a uniquely environmental perspective. Taking the broadest possible view, it must be asked what legal mechanism is best used to restrict emissions causing deterioration in the quality of the three environmental media of water, air and land and how the law can provide appropriate redress for environmental harm.

Environmental Law Theory and Practice I is broadly concerned with environmental quality law, particularly the different ways in which environmentally damaging activities are addressed through legal mechanisms. The interest in environmental quality and pollution control is not merely limited to contemporary issues but includes an interest in understanding how legal responses to these problems have developed over time since the Industrial Revolution, and consideration as to whether they are currently and will continue to be fit for purpose in rising to current challenges. The module opens with a discussion of how we might define and understand the character of environmental law, following this question through the historical development of contemporary environmental law across the public / private divide and across jurisdictions from the UK through the EU towards the influences of international agreements. This is undertaken through examination of how protection the three environmental media: water, land and air has developed since industrialisation. The module finishes with consideration of cross-cutting issues such as enforcement, and through revisiting the initial question as to how we might define and understand the character of environmental law with reference to current challenges such as climate change, and radically alternative proposals for visions of the future of environmental law.

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LW586	Environmental Law II					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Contact Hours: 20
Private Study Hours: 130

Total Study Hours: 150

Department Checked

Yes- LSSJ- 24/3/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a sound understanding of the law relating to land use and development, and the conservation of natural living resources, and the role of international, EU and national law in relation to this.
2. Demonstrate a detailed appreciation of the role of law in giving effect to environmental policy objectives, alongside other disciplines, and be able to offer critical evaluation of the role of the law in addressing environmental challenges.
3. Demonstrate research skills in locating and retrieving legal and policy sources and using these effectively in written work.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Understand complex legislative material and judicial decisions; to analyse complex issues and problems; and critically to relate the issues to their wider socio-economic context.
2. Present critical and research-substantiated arguments in essays.
3. Recognised alternative solutions to legal problems and to evaluate these; to develop critical and self-critical learning skills; and to reflect upon learning progress.

Method of Assessment

Main assessment methods

The module will be assessed by 20 % coursework and 80% examination as follows:

- Coursework – one essay of 2000 words (20%)
- Examination – 2 hour unseen paper (80%)

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment.

Preliminary Reading

The latest editions of the following:

- Alder and Wilkinson, Environmental Law and Ethics (Macmillan)
- Bell, and others, Environmental Law (Oxford)
- Fisher, Lange and Scotford, Environmental Law: Text, Cases and Materials (Oxford)
- McEldowney and McEldowney, Environmental Law (Longman)
- Wolf and Stanley, On Environmental Law (Cavendish)

Pre-requisites

LAWS5850 Environmental Law 1

Synopsis *

The overall objective of the module is to provide an exposition of Environmental Law which seeks to assess the functioning of the law alongside the environmental problems that it seeks to address. Many of these problems admit scientific, economic and administrative solutions as readily as legal ones. However, the underlying premise is that, alongside other disciplines, law has an essential part to play in the protection of the environment. Within law, various strategies that may be applied to environmental problems have different strengths and weaknesses. In each case the options must be reviewed and it must be asked, which is the most appropriate legal approach to a particular kind of environmental problem?

To some extent this eclectic perspective spans traditional legal boundaries emphasising features which may be overlooked in customary treatments of subjects such as criminal law, tort, administrative law and European Union law but it is a subject which has a distinctive identity determined by the specific problems that the law is designed to address. Environmental Law seeks to examine and assess laws, of widely different kinds, from a uniquely environmental perspective. Taking a broad view, it must be asked what legal mechanisms are best used to restrict environmentally damaging land use and development, and how may the law be used most effectively to conserve wild fauna and flora and the habitats upon which they depend?

Environmental Law II (LW586) is intended to complement Environmental Law I. Whilst Environmental Law I is primarily concerned with protection of the quality of the environmental media of water, air and land, Environmental Law II is concerned with the environmental land use controls and specific mechanisms for conservation of species and habitats (ecological quality law).

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LW589 The Skills of Argument - How to Argue and Win						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Exam	
1	Canterbury	Autumn	H	15 (7.5)	100% Exam with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	100% Exam	
1	Canterbury	Spring	H	15 (7.5)	100% Exam with Compulsory Numeric Elements	

Availability

All social sciences undergraduate Law programmes

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate an in-depth understanding of the historical, sociological and political contexts for the use of argument and arguing.
2. Demonstrate an in-depth understanding of the concepts and principles at issue in contemporary approaches to argument, including the use of deductive and inductive reasoning, analogy, coherence and cogency, the use of authority, and modes and devices of rhetoric and persuasion.
3. Identify argument and distinguish it from other modes of interaction.
4. Analyse critically both simple and complex arguments.
5. Rank arguments in relation to weakness and strength in relation to a range of formal and critical criteria.
6. Present sustained and persuasive argument in writing.
7. Present sound argument with persuasive force.
8. Present weak argument with persuasive force.
9. Argue persuasively within given social, cultural or institutional parameters.
10. Engage in reasoned and informed discussion on the major themes treated on the module.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Apply critical, analytical and problem-solving skills in a wide range of different legal and non-legal settings.
2. Research an issue to find relevant principles and concepts, and to investigate those principles and concepts critically and analytically
3. Identify flaws and weaknesses in argument
4. Distinguish and rank simple and complex arguments according to weakness and strength
5. Use library and web resources, including journal articles, to research an issue
6. Present a sustained critical analysis of argument, including legal argument, in writing

Method of Assessment

Main assessment methods

The module will be assessed by 2-hour examination (100%).

Students must achieve a mark of 40% in the exam in order to pass this module.

Reassessment methods

Reassessment Instrument: 100% exam

Students must achieve a mark of 40% in the exam in order to pass this module on reassessment.

Preliminary Reading

- Audi R., *The Structure of Justification* (CUP, 1993)
- Bickenbach J.E and Davies J., *Good Reasons for Better Arguments* (Broadview, 1997)
- Copi I.M. and Cohen C., *Introduction to Logic* (13th, Prentice Hall, 2008)
- Goodrich P., *Legal Discourse Studies in Linguistics, Rhetoric and Legal Analysis* (2nd, Pallgrave, 1990)
- Grayling A.C., *The Art of Always Being Right – Thirty-eight Ways to Win when You Are Defeated* (Gibson Square, 2005)
- Mills S., *Discourse* (2nd, Routledge, 2003)

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Pre-requisites

None

Synopsis *

The curriculum is in three parts:

(1) A historical, sociological and political contextualisation of argument and arguing. The aims of argument will be investigated through these perspectives, enabling students to develop a critical approach to argument, and supplementing the skills of argument by raising students' awareness of the premises and assumptions within which argument takes place. The distinction of argument from other modes of interaction and expression will be considered by relation to these contexts.

(2) The second part of the module treats argument and arguing formally, both by mapping the standard forms of argument, and by showing formally how to pick out a bad argument from a good one. This part of the module thus investigates deductive and inductive reasoning, argument by analogy, and the use of supportive evidence and the structure of justification, and attends carefully to the set of formal fallacies in argumentation. These topics are illustrated throughout by attention to real examples from law and elsewhere, with attention given to how formal argument is constructed and to the skills required to identify formal fallacies. This knowledge base is used by students to develop their own skills of formal argument and their ability to critique the argument of others.

(3) The third part of the module turns to the skills of rhetoric and persuasion, including examination of the ploys and devices that are often used to give bad or weak arguments persuasive force. Attention will be given to aspects of coherence and cogency arising from studies in linguistics and the philosophy of language, and a particular focus will be given to arguments drawing on authority, using law in illustration. Again, students will be expected to develop their own skills in these regards, using rhetoric and other devices both to support good argument and to lend weak argument greater persuasive force.

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LW591	Family Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

All KLS undergraduate programmes

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a critical knowledge of the concepts, principles, policies, issues, debates and legal doctrine associated with various areas of family law
2. Critically identify the ideological and policy underpinnings of the legal rules relating to families
3. Critically evaluate how well the policies and law work in practice.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate critical thinking when discussing and applying the law
2. Critically evaluate conflicting decisions and viewpoints
3. Present observations, ideas and opinions persuasively

Method of Assessment

Main assessment methods

This module will be assessed by coursework worth 50% and a final examination worth 50%:

Essay (2,000 words) – 50%

Examination (2 hrs) – 50%

13.2 Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment.

Preliminary Reading

- Diduck and F. Kaganas, Family Law, Gender and the State, 3rd edition (2012).
- S. Harris-Short, J. Miles, and R. George. Family Law: Text, Cases and Materials, 3rd edition (2015)
- J. Herring, Family Law, 8th edition (2017).
- R. Lamont (ed) Family Law (2018).

Pre-requisites

Previous or concurrent study of LAWS5880 Public Law 1/ LAWS6130 Public Law 1 (Certificate).

Restrictions

Not available to non-law students. Final year only. Cannot be taken with LW505.

Synopsis *

This module will focus on the way in which the law defines and constructs the family, and the way in which it regulates family breakdown. The module will examine, broadly, the institution of marriage and relations between partners, which might include definitions of the family, marriage, civil partnerships and cohabitation, domestic violence, divorce and family dispute resolution. The module will also examine the relationship between parents, children and the state, which might include reproductive technology, parenthood, children's rights, and private law disputes over post-separation arrangements for children.

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LW592		Public Law 2				
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)	80% Project, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

All single and joint honours undergraduate law programmes.

Contact Hours

Total study hours: 150 hours

Contact hours: 21 hours

Private study: 129 hours

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Identify complex contemporary problems in public law through the application of concepts such as governance, regulation, risk, state, sovereignty and globalisation.
2. Appreciate, in detail, that contemporary economic and political developments have transformed the ambit of public law and the technologies and practices of governance.
3. Appreciate, in detail, that a vast amount of public power is exercised without direct legislative authorisation or judicial scrutiny, and thus consider strategies for strengthening accountability.
4. Appreciate, in detail, that the distinction between public and private power has broken down, and that the field of constitutional and administrative law (public law) needs to respond to the ensuing challenges.
5. Demonstrate the conceptual tools necessary to navigate the changing landscape of public law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Conduct independent research which informs a sustained and complex argument.
2. Appreciate that legal problems can only be fully understood through interdisciplinary research.
3. Use electronic databases for research.
4. Demonstrate advanced research skills in law and related disciplines.
5. Explore critically and in-depth a particular topic with the help of theoretical tools.

Method of Assessment

Main assessment methods

This module will be assessed by 20% coursework and 80% project.

Short Research Assignment – 1000 words – 20%

Special Study research project – 3000 words – 80%

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment.

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Preliminary Reading

- Kevin Davis, Angelina Fisher, Benedict Kingsbury and Sally Engle Merry (2012), Governance by indicators - Global Power through Quantification and Rankings (Oxford University Press)
- Emiliios Christodoulidis and Stephen Tierney (2008), Public Law and Politics: The Scope and Limits of Constitutionalism (Ashgate)
- Mitchell Dean (1999), Governmentality : Power and Rule in Modern Society (Sage)
- Nico Krisch (2012), Beyond Constitutionalism: The Pluralist Structure of Postnational Law (Oxford University Press)
- Martin Loughlin (2004), The Idea of Public Law (Oxford University Press)
- Peter Miller and Nikolas Rose (2008), Governing the Present: Administering Economic, Social and Personal Life (Wiley)
- Dawn Oliver, Tony Prosser and Richard Rawlings (eds.) The Regulatory State - Constitutional Implications (Oxford University Press)
- Saskia Sassen, Territory, Authority, Rights - From Medieval to Global Assemblages (Princeton University Press)
- Anne-Marie Slaughter (2005), A New World Order (Princeton University Press)

Pre-requisites

Prerequisite - Public Law 1 (LAWS5880) and Co-requisite - European Union Law (LAWS5930)

Restrictions

Only available to Law students, including Joint Honours. Not available to exchange students.

Synopsis *

Over the course of the late twentieth century the modern state was transformed in far-reaching ways. The deregulation and privatisation of national economies, the rise of risk governance, the proliferation of administrative agencies and the increasing involvement of experts in public policy have all profoundly affected the practice of government. At the same time, states responded to global problems cutting across national boundaries (eg, in finance, security and the environment) by governing through transnational networks and global institutions far removed from conventional mechanisms of democratic and legal accountability. These changes have dramatically transformed the landscape of public law - broadly defined as 'the practices that sustain and regulate the activity of governing'.

This module helps students to navigate this shifting constitutional terrain and grapple with the key legal and political challenges it poses. In Public Law 1 students learned about the core principles of constitutional and administrative law, exploring issues like parliamentary sovereignty, the separation of powers, judicial review, human rights and devolution. In the Law of the European Union students were introduced to the principle of multi-level governance through which the modern state operates. Public Law 2 builds on these insights by analysing the complexity of contemporary governance in detail. The aim is to have students think critically about (i) the changing nature of the state, global governance and regulation; (ii) how globalisation is changing the ways public law problems are governed; (iii) the key challenges these shifts pose for the protection of rights and (iv) the different techniques and processes for holding states and powerful actors to account.

LW593 European Union Law						
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)	50% Coursework, 50% Exam with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

All single and joint honours Law programmes

Contact Hours

Contact hours: 30
Private study hours: 120
Total study hours: 150

Department Checked

14/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic knowledge and understanding of the key aspects of the legal framework of the European Union (EU) building on teaching provided during Stage 1 (such as in LAWS5880 Public Law 1 and LAWS3270 English Legal System and Skills).
2. Demonstrate a detailed and coherent understanding of the main foundational legal principles pertaining to the law of the EU and its impact.
3. Demonstrate a detailed and coherent understanding of how EU rules differ in comparison with traditional rules of law underpinning the English legal system.
4. Demonstrate a detailed and coherent understanding of selected substantive rules of the EU, such as inter-statal trading arrangements.
5. An ability to read, understand and evaluate legislative and judicial documents as well as commentaries relevant to EU law, including the case-law of the Court of Justice of the European Union (CJEU).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Construct a critical argument, on the basis of independent research.
2. Effectively utilise case law, identifying the key concepts, the inter-relation between the facts and the legal arguments and provide a coherent assessment of relevant case law and its broader ramifications.
3. Communicate effectively to a variety of audiences and/or using a variety of methods.
4. Apply critical, analytical and problem-solving skills in a wide range of different legal and non-legal settings.

Method of Assessment

Main assessment methods

- (1) Short Written Assessment (worth 40%): maximum word limit of 1,500 words.
- (2) Longer Written Assessment (worth 60%): maximum word limit of 2,500 words

Reassessment methods

Like-for-like

Preliminary Reading

- C. Barnard/S. Peers (eds), European Union Law
- De Mars, EU Law in the UK
- A. Arnall et al (eds), The Oxford Handbook of EU Law
- C. Barnard, The Substantive Law of the EU: The Four Freedoms
- P. Craig/ G. De Burca, EU Law: Text Cases and Materials
- P. Craig/ G. De Burca, The Evolution of EU Law

Pre-requisites

LAWS5880 Public Law 1 is a pre-requisite. In exceptional circumstances, students who have already attained equivalent knowledge in the field of Public Law may be exempted from this requirement by the Director of Studies: e.g. incoming ERASMUS law exchange students.

Restrictions

Only available to Law students, or those taking Politics and Law.

Synopsis *

This module will build on the knowledge that students will have acquired during Stage 1 (such as in LAWS5880 Public Law 1). This module will develop student learning by focusing on foundational legal aspects of EU law as well as rules governing selected substantive areas of EU law, also taking into account the relevance of these rules to the UK. The module convenor will set out specific areas of study in the relevant module guide.

LW594 Skills in Legal Interpretation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

All single and joint honours undergraduate law programmes

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Contact Hours

Total study hours: 150
Contact hours: 20
Private study hours: 130

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the established canons of statutory interpretation in the UK and with those prevailing in other countries such as Canada, France and the United States.
2. Critically assess the impact of EU law on statutory interpretation in EU Member States.
3. Demonstrate a detailed understanding of hermeneutics, reader-response theory, and deconstruction as these movements pertain to statutory interpretation in the UK.
4. Demonstrate a critical awareness of the politics of statutory interpretation in the UK.
5. Demonstrate a critical understanding of methods of statutory interpretation to be used in a given situation
6. Critically assess the legal efficiency of statutory interpretation strategies at both the national and supranational level.
7. Demonstrate a critical awareness of, and sensitivity to, the economic, political and/or social implications arising from the application of various methods of statutory interpretation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake guided and independent research by taking into account a variety of sources of information.
2. Demonstrate interdisciplinary approaches to the study of legal interpretation..
3. Demonstrate analytical, argumentation and problem-solving skills.
4. Engage critically with legal and non-legal sources in discussions and writings.
5. Use relevant and appropriate legal and non-legal terminology with care, accuracy and confidence in discussions and writings.

Method of Assessment

Main assessment methods

The module will be assessed by 40% coursework and 60% examination:

Essay, 2000 words (40%)

Exam, 2 hours (60%)

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment.

Preliminary Reading

Bennion, F.A.R. (2001) Understanding Common Law Legislation, Oxford: Oxford University Press.

Gadamer, Hans-Georg (1986) Truth and Method, trans. Joel Weinsheimer and Donald G. Marshall, 2nd rev. Eng. edn, New York: Continuum, 2004.

Glanert, Simone and Girard, Fabien (eds) (2017) Law's Hermeneutics: Other Investigations, London: Routledge.

Greenawalt, Kent (2013) Statutory and Common Law Interpretation, Oxford: Oxford University Press.

Hunter, Rosemary et al. (eds) (2010) Feminist Judgments: From Theory to Practice, Oxford: Hart.

Hutchinson, Allan C. (2016) Toward an Informal Account of Legal Interpretation, Cambridge: Cambridge University Press.

Pre-requisites

Prerequisite module is LAWS5880 Public Law I

Synopsis <span style =

90% of English legal cases involve a statute. For obvious reasons, it is crucial that students should know how to interpret and apply a statute. Through a series of fascinating examples drawn from the UK and elsewhere, this module teaches students these skills, which all employers highly value. Indeed, skills in the interpretation and application of law-texts are also very useful in a wide range of contexts, for example when students have to deal with judicial precedents or multilingual legislation.

LW596 Gender, Sexuality and Law						
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

All single and joint honours Law programmes

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

This module builds on critical approaches to law summarily addressed in A Critical Introduction to Law. It develops key themes about law's social and political effects also addressed in Law and Political Theory and Law and Social Change.

On successfully completing the module students will be able to:

1. Demonstrate a critical awareness of the complex relationship between law and dominant structures of gender and sexuality
2. Demonstrate a thorough understanding of the significance of feminist and queer theory for understanding the contemporary formation of legal and political issues
3. Demonstrate a critical awareness of the significance of, critiques of, and alternatives to, rights-based claims by activists and other social actors in gender and sexuality mobilising
4. Critically analyse the relationship between right-based claims, claims for sexual citizenship, neoliberal approaches to rights and social inclusion, and the 'not for profit/industrial complex' within legal discussions of gender and sexuality
5. Critically identify the wide range of influences on legal discourse, policy, and law-making in relation to gender and sexuality, including concepts from political theory, the social sciences, contemporary culture and the humanities, and dominant ideas from the sciences
6. Demonstrate a thorough understanding of the intersection of concepts of gender and sexuality with concepts of race, religion, disability and class both historically and contemporaneously, and the effects of those intersections on legal theory, practice, and activism

The intended generic learning outcomes.

Students who complete the module successfully will be able to demonstrate the following legal abilities:

1. Demonstrate an awareness of, and sensitivity to, the economic, political and/or social implications as they arise.
2. Demonstrate interdisciplinary approaches to their studies.
3. Construct well-reasoned and well-structured arguments about theoretical and practical issues.
4. Deploy critical and self-reflexive modes of analysis in relation to concepts under consideration.
5. They will also be able to demonstrate the following general abilities:
6. Demonstrate the ability to efficiently utilise both legal and non-legal texts.
7. Demonstrate argumentation skills that relate to both legal and non-legal texts.
8. Critically engage with legal and non-legal sources.

Method of Assessment

Main assessment methods

The module will be assessed by 100% Coursework as follows:

Essay of 3,300 words (60%)

Presentation (20%)

Chairing another student's presentation (20%)

Reassessment methods

The module will be reassessed by a reassessment instrument of an essay for 100%.

Preliminary Reading

Brown, W (1995) *States of Injury: Power and Freedom in Late Modernity*, Princeton University Press.

Butler, Judith (1990) *Gender Trouble: Feminism and the Subversion of Identity* London: Routledge.

Butler, Judith (1993) *Bodies that Matter: On the Discursive Limits of Sex* London: Routledge.

Carabin, *Sexualities*, (Policy Press, 2004)

Davies, M., and Munro, V., *The Ashgate Research Companion to Feminist Legal Theory* (Ashgate, 2013). Dean, Mitchell

(1999) *Governmentality: Power and Rule in Modern Society*, Sage.

Fortier, Anne-Marie (2008) *Multicultural Horizons: Diversity and the limits of the civil nation* Routledge.

Foucault, Michel (1991) 'Governmentality' in Colin Gordon et al eds *The Foucault Effect: Studies in Governmentality* University of Chicago Press, pp 87-104.

Grabham et al (eds) *Intersectionality and Beyond*, Routledge.

INCITE! Women of Colour Against Violence (2007) *The Revolution will not be Funded: Beyond the Non-Profit Industrial Complex* South End Press.

Kenny, S.J. *Gender and Justice Why Women in the Judiciary Really Matter* (Routledge, 2013)

Puar, Jasbir (2007) *Territorist Assemblages: Homonationalism in queer times* Duke University Press.

Stychin, Carl (2004) *Governing Sexuality: The Changing Politics of Citizenship and Law Reform* Hart Publishing, Oxford.

Williams, P (1991) *The Alchemy of Race and Rights*, Harvard University Press.

Pre-requisites

LAWS3130 A Critical Introduction to Law and LAWS5880 Public Law 1 are prerequisites.

Restrictions

Not available to non Law students.

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Synopsis *

The media is full of gender controversies: there's same-sex marriage (or now divorce) in California, violence against women pretty well everywhere, and a whopping 17% gender pay gap in the UK. What do you think about these issues? How do you think the law should respond?

This module focuses on how law interacts with gender and sexuality. It examines, and encourages you to discuss, the interconnections between law, policy, gender, and sexuality. We will start by focusing on key concepts in feminist and queer legal theory, such as heteronormativity (the dominance of heterosexual family and social structures). We will then relate these theories to current dilemmas: same-sex marriage; transgender rights; diverse family formations. Finally, we tackle the really big questions. Should we use the law to change the law? Are rights really any use? What is neo-liberalism and how does this relate to gender?

LW597		The Law of Obligations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 20% Project, 10% Coursework	
1	Canterbury	Whole Year	I	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Lectures 40 hours including Induction; A mixture of Seminars and Case Classes - 19 hours.

Department Checked

yes

Learning Outcomes

To use the knowledge of the law gained, and of its contextual and socio-economic underpinnings, to engage with questions of policy, regulation and change, and to critically question the value of private law, and in particular litigation, as a means of social coordination and regulation.

To develop case reading skills, including an ability to understand and critique the arguments made and which may drive the outcome of a case, as well as policy and other considerations that may affect outcomes of case.

To use historical, socio-economic and philosophical materials to evaluate legal solutions in terms of their consequences and theoretical coherence.

To acquire a clear understanding of the main types of legal obligation arising from the law of contract and tort to include their rules and principles.

To identify the contractual and tortious legal issues raised in legal problem situations of a significant degree of complexity.

Method of Assessment

Coursework 30%, exam 70%. Coursework consists of a Problem Question (2000 words) and an Essay (2000 words).

Preliminary Reading

T Weir An Introduction to Tort Law (OUP, 2nd ed., 2006)

L Mulcahy Contract Law in Perspective (Routledge, 5th ed., 2008)

Pre-requisites

LW315 Introduction to Obligations and LW316 Foundations of Property. Only available to students following a Law programme of study (either single or joint honours).

Restrictions

Available only to Law students.

Synopsis *

This module builds on LW315 An Introduction to Obligations by examining in more depth the grounds of liability in contract and tort. The focus on reading cases is retained with regular case classes, and this is supplemented by a focus on legislation where relevant as well as theoretical material.

LW598		Equity and Trusts				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Availability

All single and joint honours Law programmes

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Contact Hours

Total study hours: 150

Contact hours: 29

Private study hours: 121

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an understanding of the concepts, principles and rules relating to equity and trusts;
2. Apply detailed knowledge and understanding of the jurisprudence of equity, the interaction between the common law and equity and the contributions equity has made, and continues to make, to English law;
3. Demonstrate detailed knowledge and understanding of the historical development of Equity and Trusts in a social, political, and economic context;
4. Communicate an appreciation of the evolution of the key themes in equity and trusts in terms of their use in specific historical and contemporary developments;
5. Demonstrate an understanding of the development, and current state, of the law of equity and trusts from a comparative perspective (e.g. with other common law jurisdictions);
6. Engage in a critical discussion and evaluation of the benefits of using equity and trusts as legal strategies (in the context of other legal strategies e.g. restitution).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of reasoned argument;
2. Critically evaluate an area of law both doctrinally and in terms of its socio-economic and other consequences and from an historical perspective.
3. Undertake further research from a variety of sources informing a sustained and detailed argument.
4. Recognise potential alternative solutions to particular problems and make a reasoned choice between them.
5. Independently acquire knowledge and understanding in areas, both legal and non-legal.
6. Demonstrate an independence of mind and an ability to critically challenge received understandings and conclusions in their writing.

Method of Assessment

1 Main assessment methods

The module is assessed by 30% coursework and 70% examination, as follows:

Essay – 2500 words

Exam – 2 hours

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment.

Preliminary Reading

- M. Bryan and V. Vann, *Equity and Trusts in Australia* (Cambridge University Press, 2012)
- S. Degeling and J. Edelman (eds.), *Equity in Commercial Law* (Lawbook Co, 2005)
- M. Fortier, *The Culture of Equity in Early Modern Law* (Ashgate, 2005)
- J. Garton, *Moffat's Trusts Law* (Cambridge University Press, 6th ed., 2015)
- M. Halliwell, *Equity and Good Conscience* (Old Bailey Press, 2nd ed., 2004)
- A. Hudson, *Understanding Equity & Trusts* (Routledge, 5th ed., 2014)
- D. Klinck, *Conscience, Equity and the Court of Chancery in Early Modern Law* (Ashgate, 2010)
- F. Maitland, *Equity, also the Forms of Action at Common Law: Two Courses of Lectures* (Cambridge University Press, 1929)
- C. Mitchell and P. Mitchell (eds.), *Landmark Cases in Equity* (Hart Publishing, 2012)
- C. Stebbings, *The Private Trustee in Victorian England* (Cambridge University Press, 2002)
- S. Waddams, *Dimensions of Private Law: Categories and Concepts in Anglo-American Legal Reasoning* (Cambridge University Press, 2003)
- G. Watt, *Equity Stirring: The Story of Justice Beyond Law* (Hart Publishing, 2009)
- S. Worthington, *Equity* (Oxford University Press, 2nd ed., 2006)

Pre-requisites

LW316/324 or LW5316 Foundations of Property. LW599 Land Law is a co-requisite and, depending on the programme of study, LW650 Law of Contract is either a pre- or co-requisite.

Only available to students following a Law programme of study (either single or joint honours).

Restrictions

All single and joint honours Law programmes

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Synopsis *

This module introduces the student to the jurisprudence of equity and trusts. Building on knowledge and understanding developed in LAWS3160/LAWS5316 Introduction to Property Law and LAWS5990 Land Law, but also LAWS6500 Law of Contract and private law more generally, the module examines equity's contributions to private law and jurisprudence. The module is designed to challenge the somewhat dull image of this area of law and to encourage a critical and imaginative understanding of the subject. Departing from conventional approaches, this module does not study equity merely in regards to its role as originator of the trust. Equity is instead acknowledged to be what it really is a vital component of the English legal system, a distinct legal tradition possessing its own principles and method of legal reasoning, and an original and continuing source of legal development in the sphere of remedies. The law of equity and trusts is contextualised within a historical and jurisprudential inquiry, providing a wider range of possible interpretations of its development and application. What then becomes central to the module's approach is the complex interrelation of law with ethical, political, economic and jurisprudential considerations, and of that between legal outcomes, pragmatic concerns and policy objectives.

LW599		Land Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam with Compulsory Numeric Elements	

Availability

All single and joint honours Law programmes

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate knowledge and understanding of the principal concepts of land registration and of property rights in English land law,
together with key cases and statutory provisions.
2. Demonstrate knowledge and understanding of the particular conceptions of Property immanent in the concepts of English land law –
possession-based title; title by registration; property as a right binding various categories of people outside of a contractual or other personal relationship.
3. Demonstrate a contextual and critical understanding of relevant issues, particularly the 'culture of registration' and title by registration;
squatting; family property and housing finance issues.
4. Demonstrate problem-avoidance – an ability to recognise potential land law issues and use appropriate drafting and planning to avoid
things going wrong for a hypothetical client.
5. Demonstrate problem-solving – an ability to recognise land law issues in a factual situation where things have gone wrong for a
hypothetical client.
6. Demonstrate an ability to analyse English land law contextually and critically.
7. Demonstrate a conceptual understanding of English private and public law. Consideration of English land law is building on concepts and
issues about property introduced in Foundations of Property. Property rights are contrasted with contractual and other personal rights
highlighted in Introduction to Obligations. Private rights over land are contrasted with public rights.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a contextual and critical understanding of English law.
2. Demonstrate knowledge and critical understanding of legal problem-solving.
3. Demonstrate appropriate legal research.
4. Demonstrate a contextual and critical analysis.

Method of Assessment

Main assessment methods

Problem Question 2000 words (50%) *

Exam 2 hours (50%)

* Students must achieve a mark of 40% in the problem question to pass the module

Reassessment methods

Like for like, where undertaken, students must achieve a mark of 40% in the problem question to pass the module on reassessment.

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Preliminary Reading

- S Bright and J Dewar (eds) Land Law; Themes and Perspectives (Oxford University Press, 1998)
- Cowan, D. et al, Great Debates in Property Law, 2nd ed. (London: Palgrave MacMillan, 2016)
- Gray, K. and Gray, S., Land Law 7th ed., (Oxford: Oxford University Press, 2011)
- Lim, H. and Bottomley, A. (eds), Feminist Perspectives on Land Law, (London: Routledge, 2007)
- Murphy, T. & Flessas, T. et al, (eds), Understanding Property Law, (London: Sweet and Maxwell, 2004)

Pre-requisites

All single and joint honours Law programmes

Restrictions

Available only to Law students. Not available to exchange students.

Synopsis *

The focus of the module is private property in English land: title by registration; squatting; owner-occupation; leases; covenants and land development. It builds on the Foundations of Property module to develop an in-depth understanding of English land law, its conception of property and its politics and effects. And it gives experience in how to advise clients on land law problems – and on how to avoid problems for clients.

LW600 Law, Science and Technology						
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

All single and joint honours undergraduate law programmes - final year only module.

Contact Hours

Contact Hours: 20
Private Study: 130
Total Study Hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an understanding of science and technology studies literature and its applicability to legal studies
2. Critically explore the epistemological basis of scientific and legal knowledge
3. Critically analyse the making of scientific and legal 'facts' in specific contexts
4. Demonstrate knowledge of the interface between science (and new technologies) and the law from a historical, socio-economic context
5. Critically evaluate current legal-scientific debates within historical, socio-economic contexts
6. Demonstrate a thorough knowledge of key texts in science and technology studies.
7. Articulate a sound theoretical and practical understanding of key legal-scientific debates and issues.
8. Apply new critical methods in their understanding and evaluation of legal and scientific knowledge in specific situations.
9. Demonstrate an awareness of, and sensitivity to, the economic, political and/or social implications that arise from different understandings of how scientific and legal facts are constituted

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Research independently by taking into account a variety of sources of information.
2. Research efficiently using both legal and non-legal texts.
3. Critically engage with legal and non-legal sources.

Method of Assessment

Main assessment methods

The module will be assessed by 100% Coursework;

1. Annotated bibliography (1500 words) - 20%
2. Essay (3000 words) - 80%

Students must pass the essay in order to pass the module overall.

Reassessment methods

Like-for-like

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Preliminary Reading

- Benjamin, Ruha, Race after technology abolitionist tools for the new Jim code (Polity, 2019).
- Brownsword, Roger, Law, Technology and Society Reimagining the Regulatory Environment (Routledge, 2019)
- Crawford, Kate, Atlas of AI (Yale University Press 2021)
- Feenberg, Andrew, Technosystem, (HUP 2017)
- Jasanoff S, Science and Public Reason (Routledge 2012)
- Latour, Bruno, Reassembling the Social: An Introduction to Actor-Network Theory (Oxford: OUP, 2005)
- Latour, Bruno, The Making of Law: An Ethnography of the Conseil d'Etat (Polity Press, 2010)
- Nyholm, Sven, Humans and Robots (Rowman and Littlefield 2020)
- Pasquale, Frank New Laws of Robotics (Harvard University Press 2020)
- Pottage, Alain and M. Mundy (eds.), Law, anthropology and the constitution of the social: the making of persons and things (Cambridge University Press, 2004)

Pre-requisites

Prerequisites - LAWS5880 Public Law 1 or LAWS6140 Public Law 1 (Certificate) and LAWS5920 Public Law 2

Restrictions

Final year/Stage 3 only module.

Synopsis *

The Law, Science and Technology module explores different ways of thinking about the connections between law, science, and technology. The Law, Science and Technology module is an interdisciplinary module that introduces students to several interrelated fields including, law and anthropology studies that engage Science and Technology Studies (STS), the philosophy of technology, as well as the growing literature on law and technology. The module will be critically engaging with recent examples, using the literature to not only frame debates but to find ways of challenging the dominant paradigm of technology. The module engages with key texts from differing traditions to explore other possible ways of thinking about technology and technologies. New technological advancements are transforming law and placing a demand on us to re-imagine it. During this course, we will be taking a closer look at techno-regulation, discussing the possible opportunities and limits of the deployment of technology to solve problems traditionally dealt with by law. We will be exploring the role of experts and technology in law, using the recent Post Office Horizon system as a use case. We will be exploring questions of objectivity and truth both in law and science, including whether STS can provide new insights in the 'post-truth' age.

LW601 Advanced Level Criminal Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
2	Canterbury	Whole Year	H	30 (15)	60% Project, 40% Coursework with Compulsory Numeric Elements	

Availability

All single and joint honours law courses
This module is not available to students who have taken LAWS5080/6130.

Contact Hours

Total contact hours: 60
Private study hours: 240
Total study hours: 300

Department Checked

14/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a sound grounding in the concepts, principles and rules of criminal offences
2. Demonstrate a thorough and critical understanding of the wider debate in respect of the place of criminal law in the social context, the definitions of harm and the boundaries of criminal law.
3. Demonstrate a comprehensive knowledge of the major theoretical debates in the criminal law field.
4. Critically assess criminal liability in a given factual situation and identify any defences by applying relevant legal principles, case law and statute law to the facts, and critically debate any issues raised.
5. Engage in an intricate, reasoned and informed discussion of the major areas of criminal law making appropriate reference to legal and academic source authorities.
6. Critically evaluate the operation of the criminal law in the social context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate enhanced skills in summarising cases and developing argument.
2. Demonstrate comprehensive research and presentation skills through class presentations and through assessment.
3. Undertake detailed independent legal research and identify and retrieve up to date information, using a range of paper and electronic sources.
4. Present a cogent legal argument both in class and through assessment.
5. Recognise potential alternative conclusions for particular situations, and provide supporting reasons for them.
6. Use relevant legal terminology with care and accuracy.
7. Present and evaluate information in a numerical or statistical form.

Method of Assessment

Main assessment methods

There are two alternative assessment patterns for this module and students are able to select which path to follow. The aim of this is to allow students to develop their existing skills and knowledge in the way that best reflects their own learning experience.

Path A – 40% coursework and 60% dissertation

Coursework - Problem Question (2500 words) - 20%

Coursework - Oral presentation, Paired - 20%. PASS COMPULSORY This element must be passed alongside the other elements to pass the module overall.

Dissertation (7000 words) - 60% PASS COMPULSORY

Path B – 40% coursework and 60% examination

Coursework - Problem Question (2500 words) -20%

Coursework - Compulsory oral presentation, Paired (20%). PASS COMPULSORY This element must be passed alongside the other elements to pass the module overall.

Examination (3 hours) - 60% - PASS COMPULSORY

Reassessment methods

Like-for-like: where undertaken, students must achieve a mark of 40% in the oral presentation to pass the module overall on reassessment.

Preliminary Reading

- Herring J., Criminal Law: Text, Cases and Materials, 8th Edition, (Oxford University Press, 2018)
- Horder J., Ashworth's Principles of Criminal Law, 9th Edition, (Oxford University Press, 2019)
- Ormerod and Laird, Karl, Smith, Hogan and Ormerod's: Criminal Law, 15th Edition, (Oxford University Press, 2018)
- Padfield, Nicola, Criminal Law, 10th Edition, (Oxford University Press, 2016)
- Spencer, J (et al.), Simester and Sullivan's Criminal Law: Theory and Doctrine (Hart, 2016)
- Thomas M., Criminal Law, 1st Edition, (Hall and Stott, 2018)
- Wells and Quick, Lacey, Quick and Wells: Reconstructing Criminal Law 4th Edition (Cambridge University Press, 2010)
- Wilson, W., Criminal Law 6th Edition (Pearson, 2017)

Restrictions

Only available to Law students on courses where this module is compulsory. This module is not available to students who have taken LAWS5080/6130.

Synopsis *

In contrast to LAWS5080 (LW508) Criminal Law (at Level 5), this Level 6 module will consider each of the following discrete, but identical, topics to a much greater depth making use of, and improving, skills developed in earlier years of their degree programme:

- Introduction to the concept of crime, the structure of criminal justice and the general principles of liability
- Harm and the boundaries of criminal law
- Considering cases – how to effectively summarise cases and write a case note
- Murder
- Defences to murder
- General defences
- Manslaughter
- Non-fatal offences against the person
- Sexual offences
- Inchoate offences
- Complicity
- Property-related offences

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LW602	Law and Medical Ethics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework with Compulsory Numeric Elements	

Availability

All KLS undergraduate programmes of study

Contact Hours

Total Study Hours: 150

Total Contact Hours: 20

Private Study Hours: 130

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of concepts, principles and rules that apply within medical ethics and the law and are at the forefront of the subject.
2. Critically analyse and evaluate contemporary issues in medical law and ethics.
3. Apply a conceptual understanding of medico-legal issues through the construction of detailed and coherent arguments.
4. Critically evaluate current research in the field of law and medical ethics.
5. Demonstrate an appreciation of the conflicts within medical law and ethics, such as areas of uncertainty, ambiguity and the limits of current medical knowledge.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Effectively locate and use primary and secondary sources both paper and electronic.
2. Apply knowledge to analyse complex case studies and problems.
3. Critically evaluate arguments, assumptions and abstract concepts.
4. Identify a range of solutions to a medico-legal scenarios.

Method of Assessment

Main assessment methods

This module will be assessed by coursework worth a total of 20% and a final examination worth 80%:

MCT, 1 hour (20%)

Exam, 2 hours (80%) *

* Students must achieve a mark of 40% in the exam in order to pass this module.

Reassessment methods

Reassessment instrument: 100% exam

Preliminary Reading

The core text for this module will be the latest edition of E. Jackson, Medical Law: Text, Cases and Materials.

Other indicative readings:

Herring, J, Medical Law and Ethics, OUP, 2016

Morris, A and Jones, M. A, Blackstone's Statutes on Medical Law, OUP, 2015

Mason, J.K and McCall Smith, A, Law and Medical Ethics, OUP, 2016

Stauch, and Wheat, K, Text, Cases and Materials on Medical Law and Ethics, Routledge, 2015

Pre-requisites

None

Synopsis *

This module considers the legal regulation of medical practice in its ethical, socio-economic and historical context, drawing on a range of critical, contextual and interdisciplinary perspectives. Students will be introduced to the major western traditions of ethical theory and the major principles of medical law. They will then pass on to their incorporation in medical negligence, confidentiality, consent and competence, and medical research. They will then draw upon these to engage in critical legal analysis of major areas of medical ethics and law.

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LW604	Morality and Law					
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

All Law programmes.

Contact Hours

Total Study Hours: 150

Private Study Hours: 130

Total Contact Hours: 20

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the historical development of a key moral and political concept and its complex relationship to law and theories of law.
2. Demonstrate knowledge of the ways that the notion of morality has been analysed within moral philosophy and how various moral theories have affected the development of law.
3. Analyse and understand the historical and political development of the notion of a right.
4. Analyse, evaluate and engage with the arguments that are used to justify, defend and attack the notion of individual rights.
5. Critically evaluate and analyse the ways in which rights have been understood and incorporated into law.
6. Demonstrate an understanding of the ways in which theories of rights intersect law, moral philosophy and political theory.
7. Demonstrate conceptual analysis of the complex notion of 'individual rights' and appreciate its significance for law, political theory and moral philosophy.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Analyse and evaluate complex material across several disciplines (law, theory of law, moral philosophy, history of philosophy).
2. Demonstrate understanding, analysis and argumentation in a written piece of work, using a variety of legal and non-legal sources.
3. Discuss complex ideas and arguments

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Oral presentation, in pairs (40%)

Essay, 2500 words (60%)

Reassessment methods

The module will be reassessed by a reassessment instrument of an essay for 100%.

Preliminary Reading

Chapters/excerpts from the following books:

Waldron, J. ed., *Theories of Rights* (New York: Oxford University Press, 1984)

Simmonds, N. E. *Central Issues in Jurisprudence: Justice, Law and Rights*, Fourth edition, (London: Sweet and Maxwell, 2013)

Kant, I. *Groundwork of the Metaphysics of Morals*, any edition

Stuart Mill, J. *Utilitarianism*, any edition

Aristotle, *The Nicomachean Ethics*, any edition

Noddings, N. *The Ethics of Care*, any edition

Locke, J. *The Second Treatise on Government*, any edition

Curran, E. *Reclaiming the Rights of the Hobbesian Subject* (Basingstoke: Palgrave, 2007)

Hobbes, T. *Leviathan*, ed C B Macpherson, (Penguin classics 1968) (or any other edition)

Skinner, Q. *Hobbes and Republican Liberty* (Cambridge: Cambridge University Press, 2008)

Hohfeld, W. *Fundamental Legal Conceptions* (New Haven: Yale University Press, 1919)

Hacker and Raz eds. *Law, Morality and Society* (Oxford: Clarendon Press, 1977)

Macormick, N. *Legal Right and Social Democracy* (Oxford: Clarendon Press, 1982)

Kramer, Simmonds and Steiner eds. *A Debate over Rights* (Oxford: Oxford University Press, 1998)

Pre-requisites

A Critical Introduction to Law (LAWS3130/3230) and Public Law 1 (LAWS5880/6140)

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Synopsis *

Block 1. Critical introduction to major theories of morality: virtue theory (incl. feminist ethics of care), deontological theory (incl. natural law theory and Kantian theory) and consequentialism (utilitarianism).

Block 2. A historical/contextual examination of the development of a particular moral concept; that of individual rights

Block 3. Oral presentations by students in pairs

Block 4. An analytical examination and critique of modern theories of rights and their relationship to law

LW609	Advanced Topics in Property Law: the politics of ownership					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Availability

All single and joint honours law programmes

Contact Hours

Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

Students will

1. Demonstrate a deep understanding of property law by examining various theoretical understandings of what constitutes ownership and justifies property rights
2. Demonstrate an awareness of, and sensitivity to, the economic, political and/or social implications that arise from differently constituted ownership practices in local, national and international contexts
3. Critically analyse property as a juridical relation and institution, which can be contested, challenged, and remade
4. Critically evaluate current debates over property rights, access to housing, and land rights within different historical, socio-economic, geographical, jurisdictional and theoretical contexts
5. Demonstrate a thorough knowledge of key texts in the field of property law and theories of ownership.
6. Articulate a sound theoretical and practical understanding of key legal/political debates and issues in the UK and elsewhere.

The intended generic learning outcomes.

Students will

1. Apply critical methods for understanding and evaluating legal knowledge in specific situations. Undertake guided and independent legal research by taking into account a variety of sources of information.
2. Research carefully and efficiently using both legal and non-legal texts.
3. Demonstrate argumentation skills.
4. Engage critically with legal and non-legal sources.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows;

1. An oral presentation (50%)
2. A research paper (4000 words) – (50%)

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- Alexander, Gregory S, Penalver Eduardo M An introduction to Property Theory (Cambridge University Press 2012)
- Callon, Michel eds., Laws of the Market (Oxford: Blackwell Publishers, 1998)
- Davies, Margaret, Property: Meanings, Histories, Theories (Oxford Routledge Cavendish 2010)
- Maurer, Bill and Gabrielle Schwab eds., Accelerating Possession: Global Futures of Property and Personhood (New York: Columbia University Press, 2006)
- Pottage, Alain, "The Measure of Land" in Modern Law Review, 1994, Vol 57, p361
- Rose, Carol Property and Persuasion: Essays on the History, Theory and Rhetoric of Ownership Colorado Westview Press, 1994)
- Strathern, Marilyn Kinship, Law and the Unexpected: Relatives are Always a Surprise (Cambridge: CUP, 2005)

Pre-requisites

LAWS3160 Introduction to Property Law or LAWS5316 Introduction to Property Law is a prerequisite
LAWS5990 Land Law as either a pre-requisite or co-requisite

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Synopsis *

This module moves away from the focus of traditional property law modules to look at property in its many different contemporary forms, exploring the nature of property as a legal institution and its economic, political and cultural importance in a variety of contexts. It will seek to question the common sense understandings of property as privately owned 'things' in relation to which the role of law is essentially passive and protective. This module builds on the subject matter covered in both LAWS3160 Introduction to Property Law in Stage 1 and LAWS5990 Land Law in Stage 2. This module will explore the active, constructive and political role of law in actually constituting property and property rights. One of the module's themes will be the complex relationship between property and power. During the course of the module, in a series of case studies and theoretical readings, a wide range of different topics in which issues of property and property rights are central will be examined: from the issues surrounding corporate rights and power to land rights (especially in the colonial context); from the construction and protection of property rights to those surrounding housing and access to housing. The module will also explore the cultural dimension of property and examine the role played by property and property rights in the recent financial crisis.

LW611 Law Dissertation Autumn Option						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Project	

Availability

All Law programmes.

Contact Hours

This module will be taught by means of lectures, supervision sessions and private study

Total study hours: 150

Contact hours: 7

Private study hours: 143

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Explain and justify the significance of their research
2. Be familiar with the literature relevant to their research
3. Be familiar with the theories, concepts and methods relevant to their research
4. Examine and critically evaluate legal issues within a social and critical context as evidenced by and within their dissertation projects, and
be able to support the evaluation with evidence and reasoning
5. Conduct research independently by drawing on feedback from academic supervisors, by exercising reflection and self-criticism, and by
managing time and resources effectively
6. Communicate the findings of their research effectively and fluently in an extended piece of writing (a 6-8,000 word dissertation).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Be familiar with the research process – from formulating meaningful and feasible research questions, through undertaking research using
appropriate literature (whether primary or secondary)
2. Undertake analysis of complex areas of knowledge and make carefully constructed arguments
3. Have independent learning ability required for further study or professional work

Method of Assessment

Main assessment methods

The module will be assessed by 100% project as follows:

A dissertation, 6000-8000 words (100%)

Reassessment methods

The module will be reassessed by a reassessment instrument of a dissertation for 100%.

Preliminary Reading

Bell, J, Doing your Research Project: A guide for first-time researchers 6th Ed, (Open University Press, Maidenhead 2014)

Cottrell, S, The Study Skills Handbook (Palgrave Study Skills) 4th Ed, (Palgrave Macmillan, 2013)

Crème, P & Lee, M, Writing at University 3rd Ed, (Open University Press, Maidenhead 2008)

Denscombe, M, The Good Research Guide: For Small Scale Research Projects 5th Ed, (Open University Press, Maidenhead 2014)

Denscombe, M, Research Proposals: A Practical Guide, (Open University Press, Maidenhead 2012)

Girden, E, Evaluating Research Articles from Start to Finish 3rd Ed, (Sage, London 2010)

May, T, Social Research: Issues, Methods and Research 4th Ed, (Open University Press, Maidenhead 2011)

Pre-requisites

Only students with EITHER the minimum of a 2:1 mark in the LAWS5920 Public Law Special Study (Stage 2) OR a Minimum of a Merit in Stage One are usually allowed to register for this module. However, a case for allowing a student onto the module who has not achieved one of these thresholds can be considered in each individual case by the convenor. The division will contact the student explaining their options, if a student registers during OMR and the conditions are not met.

Students MUST read the Dissertation Guidance and submit a Dissertation Notification Form, as part of the registration process. These are both available on the Law Student Guide on Moodle. Please note: Your supervisor must confirm they are happy to supervise your dissertation, before submitting this form.

Restrictions

Only available to Law students.

Synopsis *

The module is taken over one term. Students will attend a small number of lectures, introducing the trajectory of a research project, the use of library resources, primary and secondary material, use of citations and constructing a bibliography etc. The main experience of the module is found in the supervision process between supervisor and student, who between themselves decide on the specific plan for the research programme.

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LW616 Law and International Development						
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	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

All undergraduate single and joint honours law programmes

Contact Hours

Contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Critically understand the theoretical debates and academic controversies surrounding the relationship between law and the international development project;
2. Critically understand the historical and ideological underpinnings of Western legal thought and international policy in the field of Law and Development;
3. Identify and critically analyse the major doctrines, policies and norms directing current international institutions in their efforts to build rule of law, good governance, economic proficiency, environmental sustainability and related aspirations in developing countries;
4. Place, and critically assess, issues of law and development in their proper political, economic, social and jurisdictional contexts.
5. Demonstrate an awareness of the economic, political and/or social implications of various approaches to law and international development.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Read carefully and efficiently both legal and non-legal texts;
2. Demonstrate argumentation skills relating to legal and non-legal texts;
3. Understand and apply interdisciplinary approaches to the study of law;
4. Construct well-reasoned and well-structured arguments about theoretical and practical issues;

Method of Assessment

Main assessment methods

In-class participation (10%)

In-class group presentation (40%)

Final Essay of 2,500 words (50%)

Reassessment methods

Reassessment instrument: 100% coursework

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Preliminary Reading

- Alston, Philip and Mary Robinson (eds.). Human Rights and Development- Towards Mutual Enforcement (Oxford: OUP, 2005).
- Eslava, Luis, Local Space, Global Life: The Everyday Operation of International Law and Development (Cambridge: CUP, 2015).
- Fennell, Shailaja. Rules, Rubrics and Riches: the interrelations between legal reform and international development (London: Routledge, 2010).
- Gauri, Varun and Daniel Brinks (eds). Courting Social Justice: Judicial Enforcement of Social and Economic Rights in the Developing World (Cambridge: Cambridge UP, 2008).
- Hatchard, John and Amanda Perry-Kessaris (eds). Law and Development: Facing Complexity in the 21st Century (London: Cavendish, 2003).
- Mattei, Ugo and Laura Nader, Plunder- When the Rule of Law is Illegal (Blackwell, 2008)
- Massoud, Mark Fathi, Law's Fragile State Colonial, Authoritarian, and Humanitarian Legacies in Sudan (Cambridge: CUP, 2014).
- Pahuja, Sundhya, Decolonizing International Law: Development, Economic Growth and the Politics of Universality (Cambridge: CUP, 2011).
- Perry-Kessaris, Amanda (ed). Law in the Pursuit of Development: Principles into Practice? (London: Routledge, 2010).
- Rist, Gilbert, The History of Development: From Western Origins to Global Faith. (London: Zed, 3rd ed, 2011).
- Trubek, David and Alvaro Santos (eds.) The New Law and Economic Development - A Critical Appraisal (Cambridge: CUP, 2006).
- Willis, Katie, Theories and Practices of Development (London: Rutledge, 2nd ed, 2011).

Pre-requisites

Prerequisites – LAWS5880 Public Law 1 & LAWS3130 A Critical Introduction to Law. The module will be of particular interest to students taking LAWS5920 Public Law 2 and/or other modules with a strong focus on International Law.

Restrictions

This module is only available to Law students.

Synopsis *

The first half of the module will provide students with detailed knowledge and understanding of the idea of development, the international development project, the main international development institutions and the international context in which they developed; the national effects of the development project; and the movement of Law and Development. The second half of the module will examine contemporary topics in law and international development, including (but not limited to) human rights and development; decentralization and local development; sustainability and development; law and the informal sector; rule of law promotion; and the intersection between security and developmental concerns and discourses.

LW617 Legal Ethics: Exploring the Ethics of Lawyers and Lawyering						
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)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

All undergraduate law courses

Contact Hours

Private Study Hours: 130

Total Contact Hours: 20

Total Study Hours: 150

Department Checked

11/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the way in which any notion of 'legal ethics' must be predicated upon moral (philosophical) reasoning about the practice of law.
2. Analyse, critically evaluate and engage with philosophical arguments about lawyers' moral responsibilities and moral role (s)
3. Demonstrate an awareness of and ability to predict the ethical issues that will typically arise from various legal scenarios and outcomes.
4. Analyse and critically evaluate alternative responses to ethical dilemmas and questions that arise in legal practice.
5. Analyse and critically evaluate responses by lawyers to ethical dilemmas and questions using case studies. Develop skills of argumentation in supporting or attacking these different responses.
6. Demonstrate a detailed understanding of the ways in which questions in legal ethics intersect law and legal practice, moral philosophy and professional/practical ethics.
7. Engage in 'moral reasoning', i.e. to participate in thinking philosophically about the issues raised by legal ethics and demonstrate the skills of argument required to support a chosen position.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Analyse and evaluate complex material across several disciplines (law, moral philosophy, and professional ethics)
2. Demonstrate written argumentation skills
3. Demonstrate understanding, analysis and argumentation, using a variety of legal and non-legal sources.

Method of Assessment

13.1 Main assessment methods

The module will be assessed by 100% coursework as follows:

EITHER

Coursework - essay plan (800 words) - 30%

Coursework - essay (2500 words) – 70% - PASS COMPULSORY

OR (at the discretion of the convenor)

Coursework - Presentation plan (800 words) – 30%

Coursework - Presentation (15 minutes) – 70% - PASS COMPULSORY

13.2 Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Aristotle, The Nicomachean Ethics,(any edition)

Luban D., Legal Ethics and Human Dignity, David Luban, CUP, 2009

Markovits, D , A Modern Legal Ethics: Adversary Advocacy in a Democratic Age, PUP, 2010

Utilitarianism, Mill, J. S. (any edition)

Nicholson, D. and Webb, J Professional Legal Ethics: Critical Interrogations, OUP, 1999

O'Dair, R., Legal Ethics: Text and Materials, Butterworths, 2001

Kant, I., transl. H.J. Paton Groundwork of the Metaphysics of Morals, NY Harper and Row, 1964 (or any other good translation)

Pre-requisites

A Critical Introduction to Law [LAWS3130 (LW313) /LAWS3230 (LW323)] and Public Law 1 [LAWS5880 (LW588) / LAWS6140 (LW614)]

Restrictions

Not available to non Law students.

Synopsis *

This course will afford students the opportunity to explore the moral and ethical questions surrounding legal practice in both a theoretical and a practical way. Starting with some philosophical arguments about whether and how lawyers might have specifically moral responsibilities, they will then be equipped to test such arguments in the context of case studies from real legal practice. This course will provide an intellectually demanding introduction to the academic study of legal ethics, which will push students to hone their skills of argumentation, analysis and critique.

Block 1. Why Legal Ethics? The course will start with an exploration of the moral reasoning and arguments that justify the notion of 'legal ethics'. This first block of seminars will introduce students to the theoretical questions which precede any acceptance of the practice of law as having a moral dimension.

Block 2. Case Studies and the Ethical Issues they raise. Starting with the case of the so-called 'torture lawyers' from the 'war on terror' of the American Bush administration, students will be asked to reflect on and discuss several case studies as starting points for discussion of issues in 'legal ethics' broadly conceived, including: responsibility for 'doing wrong', complicity, upholding human rights, conflicts of interest, integrity, the adversarial system as an excuse for moral neutrality or worse and confidentiality.

LW623 Race, Religion and Law						
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	

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Availability

Optional module available to all undergraduate single and joint honours law programmes. The module is available as a wild module to all Social Science and Humanities students, with the convenor's permission.

Contact Hours

Total study hours: 150
Contact hours: 20
Private study hours: 130

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the complex relationship between law and dominant concepts of race and religion;
2. Appreciate the significance of critical race, postcolonial, feminist, and critical religion theories for understanding contemporary social and legal issues to do with race and religion;
3. Appreciate the significance of a grounding in social and legal histories of race and religion in order to understand contemporary formations;
4. Identify the wide range of influences on legal discourse, policy, and law-making in relation to race and religion, including political theory, postcolonial theory, and the humanities and social sciences more broadly;
5. Appreciate the intersections of concepts of race and religion with concepts of gender, sexuality, class, and disability;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

In relation to the study of law, students will be able to:

1. Demonstrate interdisciplinary approaches to the study of law;
2. Deploy critical and self-reflexive modes of analysis in relation to the subject;
3. Construct well-reasoned and well-structured arguments about theoretical and practical legal issues;

In relation to general abilities, students will be able to:

4. Demonstrate argumentation skills that relate to legal and non-legal texts;
5. Demonstrate skills in critical reading and analysis;
6. Undertake independent research on a defined topic;

Method of Assessment

Main assessment methods

The module is assessed by 100% coursework:

1. A 1000-word essay outline (10%).
2. A collaborative oral presentation (10%).
3. A 3000-word research essay (80%) on a topic chosen by the student, and approved by the convenor.

Reassessment methods

The module will be reassessed by a reassessment instrument (i.e. a research essay for 100%). The reassessment will re-test all of the module's learning outcomes.

Preliminary Reading

- Barkan, E. *The Retreat of Scientific Racism: Changing Concepts of Race in Britain and the United States Between the World Wars* (Cambridge University Press, 1992)
- Goldberg, D.T. *Racist Culture; Philosophy and the Politics of Meaning* (Blackwell, 1993)
- Goldberg, D.T. *The Racial State* (Blackwell, 2002)
- Herman, D. *An Unfortunate Coincidence: Jews, Jewishness, and English Law* (Oxford University Press, 2011)
- Jivraj, S. *The religion of law: race, citizenship and children's belonging* (Palgrave Macmillan, 2013)
- Miles, R. *Racism* (Routledge, (1989)

Pre-requisites

There are no specific pre- or co-requisites, but the module is available only to final-year students.

Restrictions

Only available to final year students.

Synopsis *

Weeks 1-6: Theoretical perspectives on race, religion, and ethnicity as concepts; case studies in the social and legal history of race and

religion; overview of contemporary legal regulation of these categories in UK law

Weeks 7-12: Contemporary case studies; research training

LW624	Labour Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

LLB Law, also available to all students on single and joint honours law programmes

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a detailed understanding of the concepts, rules and principles, and their practical application, across the breadth of labour law.
2. Critically evaluate the significance of (and misuse of) employment status as a gateway to employment rights.
3. Critically evaluate the suitability of the employment contract and other theoretical alternatives as a means of conceiving and regulating employment relationships.
4. Demonstrate an understanding of the diverse influences that shape UK labour law including the role of trade unions and the impact of EU law and jurisprudence.
5. Use the knowledge of the law gained, and of its contextual and socio-economic underpinnings, to critically analyse and evaluate labour law's role and effectiveness in regulating employment in UK, including potential reforms.
6. Demonstrate understanding of the comparative merits of the different routes of enforcing particular employment rights.
7. Demonstrate an awareness of, and sensitivity to, the economic, social, and political context of labour law.
8. Critically evaluate the impact of labour law and policy on those with particular characteristics.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. construct well-reasoned and well-structured written arguments;
2. critically analyse legal and political responses to key issues;
3. present material with proper citations and use of references;
4. express themselves clearly, accurately and succinctly;
5. undertake research on a defined topic, using legal and non-legal sources;

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, no more than 5000 words (100%)

Reassessment methods

The module will be reassessed by a reassessment instrument of an essay for 100%.

Preliminary Reading

Barnes, Lizzie. 2015. *Bullying and Behavioural Conflict at Work: The Duality of Individual Rights* (Oxford University Press).

ISBN: 9780199691371

Biggs, Joanna. 2015. *All Day Long: A Portrait of Britain at Work* (Serpent's Tail) ISBN-10: 1781251878

Cabrelli, David. 2016. *Employment Law in Context*. (Oxford University Press). ISBN

Davies, A.C.L. 2015. *Employment Law*. Pearson. ISBN-10: 1408263602 • ISBN-13: 9781408263600

Standing, Guy. 2011. *The precariat: the new dangerous class* (Bloomsbury (London: Bloomsbury Academic) ISBN 9781849664547 (ebk.)

Pre-requisites

None

Restrictions

This module is only available to Law or joint honours law students.

Synopsis */span>

This module is concerned with contemporary labour law. It combines legal analysis and the transmission of practical legal skills with a highly contextual and interdisciplinary understanding of the labour law and regulatory debates around labour regulation. To that end, workshops will feature extended discussion on key aspects of contemporary labour legislation using scholarly texts. Students will also study key legal aspects of the modern employment relationship including the contract of employment, statutory employment protection provisions (for example unfair dismissal and redundancy protection), anti-discrimination legislation and provisions for reconciling work and family life (e.g. pregnancy protection and parental leave). The module will also explore selected aspects of collective labour law including the role and status of trade unions, the legal regulation of collective bargaining and/or the regulation of industrial conflict. The module seeks to combine a detailed knowledge of fundamental key aspects of labour law with the development of broader conceptual, critical and evaluative perspectives on workplace regulation. workplace regulation.

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LW625 Client Interviewing Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	2 (1)	Pass/Fail Only	
1	Canterbury	Spring	I	2 (1)	Pass/Fail Only	

Availability

All Law programmes – not available to non-law students. Only available at stage 3 or 4.

Contact Hours

This module will be taught by means of seminars, competitions and private study

Total study hours: 20

Contact hours: 9

Private study hours: 11

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. introduce students to the skills of interviewing clients.
2. provide a sound grounding in all aspects of interviewing.
3. provide students with a clear understanding of the various techniques of interviewing clients.
4. be a confident interviewer.
5. apply, in the context of client interviews, concepts and principles studied elsewhere in the Law programme

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. recognise potential alternatives to litigation.
2. identify accurately issue(s) that require researching.
3. further develop and increase students confidence in their oral skills.
4. further develop skills in analysing issues and proposing solutions.

Method of Assessment

Main assessment methods

This module is non-contributory and assessment does not formally 'count' for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability.

Students who participate in the seminars and participate in the internal competition will be deemed to have met the requirements of the module.

Reassessment methods

This module is non-contributory and assessment does not formally 'count' for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability. As such there is not a reassessment method for the module.

Preliminary Reading

Books

Sherr, A., Client Interviewing for Lawyers, (Sweet & Maxwell 1986)

Westwood, F., Accelerated Best Practice – implementing success in professional firms (Troubador Publishing 2008)

Articles

Morgan, T Thinking about lawyers as counsellors 42 Florida Law Review 439 (July 1990)

Sherr, A Lawyers and Clients: The First Meeting (1986) 49 MLR 323

Pre-requisites

None

Restrictions

Not available to non-law students. Only available at stage 3 or 4.

Synopsis *

This extracurricular module provides an introduction to, and grounding in, interviewing clients and the skills required to enhance inter-personal skills when dealing with clients. This will include an introduction to the concept and skills of interviewing, workshops on the skills required to prepare for, and take part in an interview with a client, leading to participation in an internal client interviewing competition using scenarios provided.

The module culminates in an internal competition in which students compete for the opportunity to participate in the Regional Client Interviewing Competition for England and Wales

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LW626 Appropriate Dispute Resolution: Theory and Practice						
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

All undergraduate law programmes

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the legal and regulatory issues surrounding dispute resolution processes, including arbitration, mediation and conciliation.
2. Apply their knowledge to the analysis and evaluation of a complex dispute scenario, identify relevant strategies, principles, and case law, and participate in critical debate on the issues raised.
3. Demonstrate a detailed understanding of the concepts and principles that govern the choice of the most common dispute resolution processes, and of less usual options, including early neutral evaluation and online dispute resolution.
4. Critically evaluate the role of the lawyer in the area of civil disputing.
5. Critically analyse and evaluate the relationship between conventional forms of adjudication and engagement with ADR processes, and how this impacts on the legal system.
6. Demonstrate a detailed understanding of the skills and attributes necessary to effectively advise and represent clients in the ADR process.
7. Identify broader social, economic and political issues underlying the developments taking place in the context of conflict resolution.
8. Identify and justify the use of different methods of conflict resolution in a variety of situations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake appropriate independent research and retrieve up to date information, using both paper and electronic sources.
2. Present a complex argument.
3. Use relevant and appropriate terminology with care, accuracy and confidence.
4. Summarise, develop and sustain an argument through the analysis of a factual scenario.

Method of Assessment

Main assessment methods

The module will be assessed by 100%, comprising two essays:

Essay 1, 2,000 words (50%)

Essay 2, 2,000 words (50%)

Reassessment methods

The module will be reassessed by a reassessment instrument (i.e. 100% coursework). The reassessment will re-test all of the module learning outcomes.

Preliminary Reading

- A Practical Approach to Alternative Dispute Resolution: Susan Blake, Julie Browne & Stuart Sime, 4th ed. (Oxford University Press: 2016)
- The Jackson ADR Handbook: Susan Blake, Julie Browne & Stuart Sime (OUP, 2016)
- Dispute Processes: ADR and the Primary Forms of Decision-Making: Simon Roberts & Michael Palmer (Cambridge Online Books, <http://dx.doi.org/10.1017/CBO9780511805295>).
- ADR, Arbitration and Mediation: A Collection of Essays: ed. Julio Cesar Betancourt, Jason A. Crook (Chartered Institute of Arbitrators, 2014).
- Regulating Dispute Resolution: ADR and Access to Justice at the Crossroads: Felix Steffek (Editor), Hannes Unberath (Editor), Hazel Genn (Editor) (Hart Publishing, 2013)

Pre-requisites

None

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Synopsis *

In recent times, 'alternative' forms of dispute resolution (ADR) have been widely recognised as possessing the potential to limit some of the damage caused by civil disputes. Therefore, a lawyer's skill-set ideally should include a well-developed ability to analyse, manage and resolve disputes both within and outside the usual setting of the courtroom. Thus, the module's primary aim is to introduce students to the legal and regulatory issues surrounding methods of dispute resolution aside from litigation. Specifically, the module focuses on the practical factors relevant to selecting appropriate dispute resolution in distinct circumstances, including, for example, the employment and family law arenas.

Students will be provided with the resources to acquire a detailed theoretical and practical understanding of the contextual constraints associated with the use of different forms of dispute resolution and will be encouraged to develop their ability to evaluate the effectiveness of particular interventions, especially when used as an adjunct to court proceedings. The module tracks historic and current developments in relation to the use of ADR, highlighting how government policy and courts appear, increasingly, to sanction failure to use ADR. This may well enhance students' opportunities to hone career-advancing expertise in the field.

LW627 Contemporary Issues In Trusts						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

All single and joint honours undergraduate law programmes.

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a critical understanding of trusts in socio-economic context.
2. Demonstrate a systematic understanding of the different views on the nature of the trust.
3. Critically analyse a trust as a juridical relation and institution in contemporary contexts.
4. Show an appreciation of the limits of the trust concept.
5. Demonstrate a comparative understanding of trust and trust-like institutions.
6. Demonstrate a critical awareness of historical and contemporary theoretical and policy problems in trusts.
7. Display an appreciation of the contribution of critical methods to the understanding of law in modern society.
8. Critically analyse and evaluate the trust industry's impact on contemporary trusts law and practice.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Present relevant knowledge and understanding in the form of reasoned argument through written assessment.
2. Identify and evaluate legal and policy problems according to their political and legal context.
3. Demonstrate further research from a variety of sources informing a sustained and detailed argument.
4. Summarise detailed historical and conceptual material, recognising different positions that arise in the literature surveyed.
5. Display an appreciation of the legal forms that arise and operate within complex historical and political conditions.
6. Demonstrate an awareness of the economic, political and/or social implications of legal forms and remedies.

Method of Assessment

Main assessment methods

The module will be assessed by 50% Coursework and 50% Exam as follows:

- 50% written essay 3,000 words; and
- 50% 2-hour examination.

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment. The reassessment will test all learning outcomes.

Preliminary Reading

- M. Chesterman, *Charities, Trusts and Social Welfare* (London: Weidenfeld and Nicolson, 1979)
- S. Degeling and J. Edelman (eds) *Equity in Commercial Law* (Sydney: Law Book co, 2005)
- J. Garton (ed), *Moffat's Trusts Law: Texts and Materials* (Cambridge: Cambridge University Press, 6th ed, 2015)
- B. Harrington, *Capital Without Borders: Wealth Managers and the One Percent* (London: Harvard University Press, 2016)
- D. Hayton (ed.), *The International Trust* (Bristol: Jordans, 3rd ed, 2011)
- G. Ingham, *Capitalism* (Cambridge: Polity, 2008)
- M. W. Lau, *The Economic Structure of Trusts: Towards a Property-based Approach* (Oxford: Oxford University Press, 2011)
- R. Nobles, *Pensions, Employment and the Law* (Oxford: Clarendon Press, 1993)
- A.J. Oakley (ed.), *Trends in Contemporary Trust Law* (Oxford: OUP, 1996)
- L. Smith, *The Worlds of Trust* (Cambridge: Cambridge University Press, 2013)
- C. Stebbings, *The Private Trustee in Victorian England* (Cambridge: Cambridge University Press, 2002)
- S. Worthington, *Proprietary Interests in Commercial Transactions* (Oxford: Clarendon Press, 1996)

Pre-requisites

LAWS5980 Equity and Trusts is a prerequisite for this module.

Restrictions

Law students only.

Synopsis *

This module, building on knowledge and understanding of certain concepts and principles from Equity & Trusts, will explore trusts in further detail and examine new contexts in which they operate. Students will be introduced to a number of theoretical frameworks through which to understand and critically evaluate the role, function and concepts of equity and trusts historically and in contemporary society. These will be studied through a range of case studies and a range of different topics, including: trusts and associations; secured equitable interests; pension trusts; family wealth planning; asset-partitioning and securitisation; trusts in the offshore world; and international trusts and trust-like institutions.

LW629 Critical Law and Practice of International Business Transactions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

All single and joint honours law programmes

Contact Hours

Contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

24/03/2020

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a systematic introductory knowledge and understanding of a range of critical and theoretical perspectives, of the structure and distribution of power among states and the effects of this on international trade as well as parties in different states
2. Demonstrate a critical knowledge and understanding of the legal rules governing international trade
3. Demonstrate a detailed knowledge and understanding of international business transactions
4. Demonstrate a systematic understanding of current developments in international trade regulation
5. Identify and evaluate the legal validity of contracts governing international business transactions
6. Identify and critically evaluate the institutional structures of hegemony and identify their causal power in determining the way in which individuals and corporate persons may respond to them within the national and international system
7. Critically evaluate the impact of a range of treaties and Statutes of England and Wales on the emergence and development of:
 - Free trade
 - Dispute resolution
 - Anticorruption and money laundering
8. Read and evaluate legal texts and cases and understand their relevance to international trade and cross national business transactions.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Conduct independent research, which informs a sustained and complex argument
2. Coherently present complex arguments in writing
3. Appreciate that juridical problems can only be fully understood through interdisciplinary research methods.

Method of Assessment

Main assessment methods

Essay of no more than 3000 words (50%)

Examination, 2-hour (50%)

Reassessment methods

Like-for-like

Preliminary Reading

John Braithwaite and Peter Drahos, *Global Business Regulation* (Cambridge: Cambridge University Press, 2008).

Indira Carr, *International Trade Law*, 6th edition (Oxford: Routledge, 2017).

Leo D'Arcy, Carole Murray and Barbara Cleave, *Schmitthoff's Export Trade: The Law and Practice of International Trade*, 12th edition (London: Sweet & Maxwell, 2012).

Peter T. Muchlinski, *Multinational Enterprises & the Law*, 2nd Edition (Oxford: Oxford University Press 2007).

Alan Redfern and Martin Hunter, *Law and Practice of International Commercial Arbitration*, 5th edition (Sweet & Maxwell, 2009)

Pre-requisites

None

Synopsis *

The module focuses on current issues in the law and practice of international business and trade law from critical perspectives. This includes exposing deficiencies in the regulation of international trade finance, international marketing operations, countertrade, international commercial dispute settlement mechanisms and corruption in international business. The module considers the peculiar problems that emerging business and financial jurisdictions face in their involvement in international trade. It broadly explores the inequities of global integration of international trade law and considers the influences of European Community law and those of leading developed economies and financial jurisdictions on regulation and actual practice of the field of international business transactions. Attention will be given to specialist and emerging areas of law such as international mergers and acquisition as well as philosophical aspects of international trade such as the *lex mercatoria*. It seeks to provide a comparative overview of emerging trends in international business regulation and aims to make students aware of ethical dimensions of international business transactions.

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LW631 Consumer Law						
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	Spring	H	15 (7.5)	100% Coursework	

Availability

All undergraduate Law programmes including Joint Honours.

Contact Hours

Total study hours: 300

Contact hours: 20

Private study hours: 280

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate knowledge of the relevant common law, statutory and non-statutory sources in the area of consumer law and to research and apply that knowledge to concrete fact situations.
2. Demonstrate an understanding of the standard policy arguments and frameworks of consumer law, and to apply and critique them in concrete policy problems.
3. Critically appreciate the role of consumer law and policy within the "new regulatory state" in the UK.
4. Demonstrate an awareness of the different forms of legal regulation of consumer market transactions (e.g. private law, administrative regulation, "soft law", harnessing market incentives), and their strengths and weaknesses.
5. Assess claims about the progressive potential of consumer law and its relationship to broader social policies such as addressing social exclusion.
6. Demonstrate an appreciation of the scope of EU consumer law and policy and its effects on UK law.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Effectively locate primary and secondary legal and policy sources and to apply them to specific policy and legal issues.
2. Critically evaluate an area of law both doctrinally and in terms of its socio-economic consequences.
3. Recognise potential alternative solutions to particular problems and make a reasoned choice between them.
4. Formulate and sustain a complex argument, supporting it with appropriate evidence.

Method of Assessment

Main assessment methods

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) – 50%

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual components of assessment.

Preliminary Reading

- Geraint Howells, Christian Twigg-Flesner, Thomas Wilhelmsson (eds), *Rethinking EU Consumer Law* (Routledge 2017)
- Geraint Howells, Iain Ramsay and Thomas Wilhelmsson (eds), *Handbook of Research on International Consumer Law* (2nd Edition, Edward Elgar 2018)
- Dorota Leczykiewicz, Stephen Weatherill (eds), *The Images of the Consumer in EU Law: Legislation, Free Movement and Competition Law* (Hart 2016)
- Iain Ramsay, *Consumer Law and Policy: Text Cases and Materials on Regulating Consumer Markets* (3rd edn, Hart Publishing 2012)
- Colin Scott and Julia Black, *Cranston's Consumers and the Law* (3rd edn, Cambridge 2000)
- Stephen Weatherill, *EU Consumer Law and Policy* (2nd edn, Edward Elgar 2013)

Pre-requisites

LAWS3150/LAWS3250 Introduction to Contract and Tort

Restrictions

Only available to Law students.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

Consumer law is a significant area of contemporary market regulation. This area of law raises practical questions about the everyday consumption of goods and services, theoretical issues about the role of government regulation and contrasting visions of markets. Furthermore, consumer law provides an opportunity to analyse different forms of regulation in contemporary societies such as legal rules, codes of practice, administrative regulation and attempts to harness market incentives. This module addresses the regulation of consumer markets. This module is aimed at students who wish to have an understanding of substantive law, policies and institutional framework concerning the regulation of consumer markets.

LW632	International Economic Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

All single and joint honours law programmes.

Contact Hours

Total Study Hours: 150

Total Contact Hours: 20

Private Study Hours: 130

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate critical knowledge and understanding of the origins, evolution and impact of international economic law and legal institutions;
including economic, social, political and cultural dimensions.
2. demonstrate detailed knowledge and understanding of the principles of international economic law by reference to appropriate primary and secondary sources.
3. critically analyse the legal structure and implications of specific international economic legal instruments such as investment agreements.
4. assess international economic law from multiple perspectives; in particular of individuals and organisations; in the public, private, and third sectors; in relatively poor and relatively rich economic contexts; in times of calm and of crisis; and on local, national, regional and global levels.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. apply the critical socio-legal methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
2. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
3. communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

Method of Assessment

Main assessment methods

The method of assessment will be by 100% coursework:

Essay, 4000 words (100%)

Reassessment methods

The module will be reassessed by a reassessment instrument of an essay for 100%.

Preliminary Reading

Books

Matthias Herdegen, Principles of International Economic Law, OUP 2013,

Andreas F. Lowenfeld, International Economic Law Second Edition: International Economic Law Series (2008).

Amanda Perry-Kessaris ed. Sociolegal Approaches to International Economic Law Routledge 2013

Dani Rodrik, The Globalization Paradox (OUP 2011).

Ignaz Seidl-Hohenveldern, International Economic Law Kluwer, Hart, 2008.

Pre-requisites

None

Restrictions

Not available to non Law students.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module introduces the origins, evolution and impact of international economic law—that is, the regulation by (primarily) states and international organisations of international economic activity, such as the movement of goods, services, capital and people.

It takes a critical socio-legal approach to the field in the sense that it considers economic, social, political and cultural dimensions; and emphasises the existence of multiples perspectives, in particular of individuals and organisations; in the public, private, and third sectors; in relatively poor and relatively rich economic contexts; in times of calm and of crisis; and on local, national, regional and global levels.

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LW635 Law, Space and Power						
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

This is an optional module for all Law degrees

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate critical knowledge and understanding of the histories and theories of the interweaving of law, space and power;
2. Demonstrate critical knowledge and understanding of key aspects of the government of spatial apparatuses;
3. Demonstrate critical knowledge and understanding of the main contemporary intellectual debates at the intersection of law and spatial studies;
4. Demonstrate critical knowledge and understanding of key aspects of the intersection of legal thought with geography, architecture, urban design, urban law and theories of spatial power;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Independently acquire detailed knowledge and understanding of areas, both legal and non-legal;
2. Demonstrate an independence of mind and an ability to critically challenge received understandings and conclusions;
3. Read complex legal and non-legal materials, summarising them accurately;
4. Correctly employ complex legal terminology and methods of citation and referencing for legal and other academic materials;
5. Conduct independent research which informs a sustained and complex argument;
6. Appreciate that juridical problems can only be fully understood through interdisciplinary research methods;
7. Undertake original legal research – e.g. online, subject specific journal searches.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, 4,000 words (100%)

Reassessment methods

Reassessment instrument (100% coursework)

Preliminary Reading

Agamben, G, *Homo Sacer: Sovereign Power and Bare Life* (Stanford University Press, 1998)

Delaney D, *The spatial, the legal and the pragmatics of world-making: nomospheric investigations* (Routledge, 2010)

Hirst, P, *Space and Power: Politics, War and Architecture* (Polity Press, Cambridge 2005)

Philippopoulos-Mihalopoulos, A, *Spatial Justice* (Routledge, 2014)

Weizman, E, *Forensic Architecture* (Sternberg Press, 2014)

Zartaloudis, T, G. Agamben: *Power, Law and the Uses of Criticism* (Routledge, 2012).

Pre-requisites

None

Synopsis

This module examines the intersections between forms of legal regulation, conceptions of power and spatial configurations and plans. It traces elements of such intersections accessibly with the aid of insights from a variety of the most relevant fields (including legal geography, architectural history and theory, critical planning studies, urban design, spatial studies, anthropology, legal theory and philosophy). It interrogates the intersections in question both through a thorough introduction to all the contemporary relevant theories and practices of spatial power configuration and with a focused 5 week seminar preparation of a unit theme, each year, on a particular city or relevant event which informs the assessment set.

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LW636	Mental Health Law					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

All single and joint honours law programmes

Contact Hours

Contact hours: 18

Private study hours: 132

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Recognise the legal issues arising in factual situations relating to the mentally ill, personality disordered and learning disabled ("mentally disordered".)
2. Identify and apply relevant case and statute law.
3. Provide an informed and reasoned opinion on the possible legal actions arising from factual situations and their likelihood of success.
4. Demonstrate a sound knowledge and understanding of mental health law, including its historical development and the Mental Health Act 1983.
5. Demonstrate an ability to evaluate critically aspects of the operation of mental health law in its historical, socio-economic and political contexts, including contrasting the legal (rights based) and medical (therapeutic) approaches and reform of the law.
6. Identify and research particular issues in mental health law using legal research skills (library and electronic.)
7. Demonstrate a detailed understanding of the relationship between mental health law and other areas of the law, e.g. judicial review, human rights and the criminal justice system.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate competence in a range of generally transferrable skills:

1. Learning skills: The ability to reflect upon and learn from the conduct of exercises as undertaken, including acquiring knowledge and understanding in areas, both legal and non-legal.
2. Problem solving skills: The ability to identify and diagnose set problems, to generate solutions and to evaluate alternative solutions.
3. Self-management skills: The ability to manage time, to evaluate competing priorities and to forward plan.

Method of Assessment

Main assessment methods

Students will be assessed by an individual oral presentation (30%) and a two-hour examination (70%).

Reassessment methods

Reassessment instrument: 100% exam

Students must achieve a mark of 40% in the exam in order to pass this module on reassessment.

Preliminary Reading

- Mental Health Law: Policy and Practice (O.U.P., 4th Edition) by P. Bartlett and R. Sandland.
- Law without Enforcement (Hart Pub., 1999) by N. Eastman and J. Peay.
- Mental Health Review Tribunals: Law and Practice (Sweet & Maxwell, 1997) by A. Eldergill.
- Reconstructing Mental Health Law and Policy (Butterworths, 2002) by N. Glover-Thomas
- Gostin on Mental Health Law (Shaw & Sons, 2004) by L. Gostin, J. McHale and W. Bingley.
- Mental Health Law (Sweet & Maxwell, 6th Edition) by B. Hoggett.
- Mental Health Act Manual (Sweet & Maxwell, 20th Edition) by R. Jones.
- Decisions and Dilemmas (Hart Pub., 2003) by J. Peay.
- Madness: A Brief History (O.U.P., 2002) by R. Porter.
- Understanding Mental Illness (Straightforward Pub., 2002) by M. Richards.
- Companion Guide to Mentally Disordered Offenders (Shaw & Sons, 2003 2nd Edition) by N. Stone.

Periodicals:

- International Journal of Mental Health and Capacity Law (www.northumbriajournals.co.uk)
- Openmind (MIND)
- MIND Legal Network (MIND)
- Legal Action (L.A.G)
- Journal of Forensic Psychiatry (Taylor and Francis Ltd.)

Pre-requisites

None

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Synopsis *

The module will cover the historical development of mental health law (in brief), the Mental Health Act 1983, civil and criminal admissions to hospital, consent to treatment, capacity, sections of the Mental Capacity Act 2005 relating to deprivation of liberty, discharge (including the role of the Mental Health Review Tribunal) and care in the community; proposals for reform; interaction with the criminal justice system.

LW637	Negotiation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	3 (1.5)	Pass/Fail Only	
1	Canterbury	Spring	I	3 (1.5)	Pass/Fail Only	

Availability

All single and joint honours Law programmes. Not available to first year students.

Contact Hours

Total study hours: 24

Contact hours: 12

Private study hours: 12

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate detailed knowledge and understanding of the general and ethical principles underlying successful negotiation;
2. Demonstrate detailed knowledge of the law, practice and techniques of negotiation;
3. Demonstrate detailed knowledge and understanding of alternatives to litigation;

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate oral communication and persuasion skills and the ability to work effectively as part of a team;
2. Demonstrate the ability to prepare and conduct negotiations effectively and ethically;
3. Demonstrate the ability to systematically research the background to, and legal issues arising from, practical negotiation problems;

Method of Assessment

Main assessment methods

This module does not form part of the formal 240 credit diet at stages 2 & 3, therefore assessment do not formally 'count' for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability.

Students who attend and participate in the seminars/workshops and take part in the internal negotiation competition will be deemed to have passed this module and will thus achieve learning outcomes. The successful completion of this module is recognised on students final Degree Transcripts.

Reassessment methods

This module does not form part of the formal 240 credit diet at stages 2 & 3, therefore assessment does not formally 'count' for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability. As such the module does not have a reassessment method.

Preliminary Reading

Carr, H and Horsey, K, Skills for Law Students (Oxford University Press, 2009)

Cialdini, RB, Influence: The Psychology of Persuasion (Harper Collins publishers Inc; 2007)

Finch E and Fafinski, S, Legal Skills (Oxford University Press, 2013)

Fisher R and Ury WL, Getting to Yes (Penguin Group, 1981)

Malhotra, D, Negotiating Genius (Bantam Books Inc; 2007)

Webb, J, Maughan, C (et al.), Lawyers' Skills (Legal Practice Course Guide) 15th Ed. (Oxford University Press, 2013)

Pre-requisites

None

Restrictions

Not available to non-law students or exchange students.

Synopsis *

This non-contributory module provides an introduction to negotiation and the skills required to resolve legal disputes without recourse to litigation. This will include an introduction to the concept of negotiation, workshops on the skills required to prepare for it, and take part in a negotiation, leading to participation in an internal negotiation competition using scenarios provided.

Students will be competing for the opportunity to participate in the South East Regional Heat of the National Negotiation Competition, which takes place during the Spring term. Each university is allowed to send 2 teams (4 students) to compete in this event. This competition does not form part of the module, however it represents a goal for students to work towards in the internal competition.

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LW638	Mooting					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	3 (1.5)	Pass/Fail Only	

Availability

All single and joint honours Law programmes. Not available to first year students.

Contact Hours

Total study hours: 25

Contact hours: 5

Private study hours: 20

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate detailed knowledge and understanding of the general principles underlying successful advocacy;
2. Demonstrate detailed knowledge and understanding of the preparatory work required for successful advocacy and its purpose e.g. the production of skeleton arguments;
3. Demonstrate detailed knowledge and understanding of the law, practice, techniques and etiquette of advocacy;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Identify accurately the issue(s) that require research;
2. Undertake relevant research which may or may not include research into an area of law covered by another law module;
3. Write a short and concise skeleton argument;
4. Prepare for and conduct advocacy effectively, persuasively and ethically.

Method of Assessment

Main assessment methods

This module does not form part of the formal 240 credit diet at stages 2 & 3, therefore assessment does not formally 'count' for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability.

Students who attend and participate in the meetings and take part in either an internal or external competition will be deemed to have passed this module, unless the quality of an individual's preparation for and participation in a moot competition is deemed to be below 40%. Assessment of performance will be based on the criteria used where mootings is used as a formal assessment in a credited module.

Reassessment methods

This module does not form part of the formal 240 credit diet at stages 2 & 3, therefore assessment does not formally 'count' for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability. As such the module does not have a reassessment method.

Preliminary Reading

The reading required will depend on the scenario each team works on; therefore it is not possible to provide an indicative reading list but all mooters are advised to read the 13,000 word document available on Moodle entitled 'A Brief Guide to Mooting'.

Generic mootings books include:

E Baskind Mooting the Definitive Guide (Routledge 2017)

S Cooper and S McArdle Preparing to Moot (Routledge, 2017)

K Evans Advocacy at the Bar (Blackstone Press, 1992).

I Morley The Devil's Advocate (Sweet & Maxwell, 2015)

D Pope Mooting and Advocacy Skills (Sweet & Maxwell, 2011)

Pre-requisites

None

Restrictions

Not available to exchange students.

Synopsis <span style =

This non-contributory module provides an introduction to and practical experience of mootings and the skills required to resolve legal disputes predominantly in the context of appellate litigation. This will include an introduction to the practice of mootings and the skills required to prepare for it, and to take part in a moot either in an internal or external mootings competition using moot problems provided. The Director of Mooting operates a selection process for the teams competing in the external moots, there will be several each year.

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LW639		Mediation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	3 (1.5)	Pass/Fail Only	

Availability

All single and joint honours Law programmes. Not available to first year students.

Contact Hours

Total study hours: 24

Contact hours: 12

Private study hours: 12

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate detailed knowledge and understanding of the practice of mediation in the context of the legislation and legal concepts studied as part of the formal law degree programme;
2. Demonstrate a sound grounding into various aspects of mediation and their relationship to the practice of law and other fields of employment;
3. Demonstrate detailed knowledge and understanding of the techniques used in mediation;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake mediations effectively and with confidence;
2. Critically identify and analyse the issues involved in a dispute and to support the mediation of those issues;
3. Recognise potential alternatives to litigation as appropriate to the dispute involved and to critically evaluate the appropriate approach;
4. Accurately identify the issue(s) that require research;
5. Demonstrate their oral skills with persuasion to support the parties involved in moving toward a successful resolution.

Method of Assessment

Main assessment methods

This module does not form part of the formal 240 credit diet at stages 2 & 3, therefore assessment do not formally 'count' for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability.

Students who attend and participate in the seminars/workshops and take part in the internal mediation competition will be deemed to have passed this module and will thus achieve the learning outcomes. The successful completion of this module is recognised on the students final Degree Transcripts.

Reassessment methods

This module does not form part of the formal 240 credit diet at stages 2 & 3, therefore assessment does not formally 'count' for the degree. The module represents extra learning and an opportunity to gain transferable skills to enhance employability. As such the module does not have a reassessment method.

Preliminary Reading

Carr, H and Horsey, K, Skills for Law Students (Oxford University Press, 2009)

Finch E and Fafinski, S, Legal Skills (Oxford University Press, 2013)

Moore, CW, The Mediation Process: Practical Strategies for Resolving Conflict (Jossey Bass, 1986) Webb, J, Maughan, C (et al.), Lawyers' Skills (Legal Practice Course Guide) 15th Ed. (Oxford University Press, 2013)

Whateling, T, Mediation, Skills and Strategy (Jessica Kingsley Publishers, 2012)

Pre-requisites

None

Restrictions

Not available to exchange students.

Synopsis *

This non-contributory module provides an introduction to mediation and the skills required to resolve legal disputes without recourse to litigation. This will include an introduction to the concept of mediation, workshops on the skills required to prepare for it, and take part in mediation, leading to participation in an internal mediation competition using scenarios provided.

Students will be competing for the opportunity to participate in the South East Regional Heat of the National Mediation Competition, which takes place during the following Autumn term. Each university is allowed to send 2 teams (4 students) to compete in this event. This competition does not form part of the module however, it represents a goal for students to work towards in the internal competition.

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LW640 Critical and Legal Reasoning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

All undergraduate law programmes – optional module

Contact Hours

Total Study Hours: 150

Total Contact Hours: 20

Private Study Hours: 130

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a coherent understanding of what is meant by critical thinking, its associated skills and the obstacles that can hinder its effective development; in particular, to understand and demonstrate the function of effective critical thinking within and about legal reasoning
2. Demonstrate a coherent knowledge of the difference between argument and non-argument and to distinguish good from poor reasoning.
3. Demonstrate a systematic understanding of different forms of reasoning, both legal and non-legal.
4. Demonstrate a coherent knowledge of the distinctiveness (if any) of legal reasoning.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Utilise critical thinking skills in legal and non-legal contexts.
2. Identify and use a wide variety of argumentative techniques across a broader range of subjects.
3. Demonstrate knowledge of the value of non-legal material in the construction of effective legal argumentation.
4. Demonstrate appropriate independent legal research with minimal supervision, using a variety of legal sources and materials in order to formulate and apply legal argumentation to resolve given legal problem situations.
5. Retrieve up to date information, using paper and electronic sources including effective use of IT and other information retrieval systems; and systematically gather and evaluate relevant legal authority from a variety of legal sources, in particular case law,
6. Demonstrate relevant and appropriate legal and non-legal terminology with care, accuracy and confidence.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework, consisting of a combination of:

- a) A skeleton argument of 1500 words (40%), AND
- b) A 15-minute oral presentation (a Moot) (60%) including a revised skeleton argument of 500 words. 20% of the oral presentation mark (i.e. 12% of the final overall mark) will be made up of the reworked skeleton argument.

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Cottrell, Stella, *Critical Thinking Skills* (3rd edn, Palgrave, 2017)

Chatfield, Tom, *Critical Thinking* (SAGE, 2017)

Farnsworth, Ward, *The Legal Analyst: A Toolkit for Thinking about the Law* (University of Chicago Press, 2007)

Hanson, Sharon, *Learning Legal Skills and Reasoning* (4th edn, Routledge, 2016)

Kahneman, Daniel, *Thinking, Fast and Slow* (Penguin, 2011)

Schauer, Frederick, *Thinking Like a Lawyer: a new introduction to Legal Reasoning* (Harvard, 2012)

Pre-requisites

LAWS3130 (LW313) / LAWS3230 (LW323) A Critical Introduction to Law; and

LAWS3150 (LW315) / LAWS3250 (LW325) Introduction to Contract and Tort; and

LAWS5080 (LW508) / LAWS6130 (LW613) Criminal Law or; LAWS6010 (LW601) Advanced Level Criminal Law (on a co-requisite basis)

Restrictions

Only available to Law students.

Synopsis *

Is there anything distinctive about legal reasoning? This question is posed from the perspective of a potential legal practitioner, in particular, an advocate. With that question in mind, the aim of the module is to equip students – as potential advocates, but also in general – with a range of transferrable reasoning skills. In short, seeks to teach transferrable critical thinking skills within a legal context.

It is a premise of the module that any competent lawyer, must be able to demonstrate a proficient grounding in reasoning. The module introduces students to different forms of inferential reasoning. It explores the role and limits of inference in legal reasoning and more generally. It considers both logical and psychological factors that may lead to flawed reasoning. The module also touches on various forms of argument of relevance to law including practical, statistical, policy-based argument as well as rhetoric.

The aim of argument, including legal reasoning is to persuade. The module will therefore introduce students to the skills of legal persuasion via written and oral advocacy. The theoretical background will provide the basis upon which students will learn, in particular, to understand and construct effective (legal) arguments and to practice the skills learned in a variety of contexts including the drafting of skeleton arguments and in mooting.

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LW641 Privacy, Data Protection and Cybersecurity Law						
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)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

All Social Sciences undergraduate law programmes

Contact Hours

Contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a fulsome understanding of the concepts, principles, policies, debates and legal doctrines associated with privacy, data protection, cybersecurity, and freedom of information law;
2. Demonstrate a systematic understanding of the origins and development of EU and UK data protection, freedom of information, and e-security surveillance statutes, legal frameworks and regulations, Human Rights protections, and EU Article 29 Data Protection Working Party opinions and rulings.
3. Undertake in-depth analysis of emerging issues in privacy, data protection, cybersecurity, e-surveillance, and freedom of information.
4. Think critically about privacy, data protection, cybersecurity, e-surveillance, and freedom of information: to take nothing at face value, to go beneath the surface of the law, to critically analyse and evaluate it.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Identify, understand, and evaluate complex legal and non-legal policy materials.
2. Critically challenge received understandings and conclusions.
3. Present complex legal and policy ideas and formulate sustained and persuasive arguments.
4. Undertake research, writing, and problem solving as it pertains to the analysis of statutes, legal cases and rulings, policies, and in the construction of legal, philosophical, and policy-based arguments.

Method of Assessment

Main assessment methods

Assessment Pattern A – 100% coursework:

Unseen paper 1 – 1250 words (25%)

Unseen paper 2 – 1250 words (25%)

Written coursework – 2500 words (50%) *

Students must achieve a mark of 40% in the 'written coursework' element to pass the module overall.

Assessment Pattern B – 100% dissertation – no more than 6,000 words

Reassessment methods

Like-for-like – where undertaken, students must achieve a mark of 40% in the 'written coursework' element in order to pass the module overall.

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Preliminary Reading

- Anita Allen, 2011, *Unpopular Privacy*, (MIT Press)
- Beate Roessler and Dorota Mokrosinska (eds), 2015, *Social Dimensions of Privacy: Interdisciplinary Perspectives*, (Cambridge University Press)
- Daniel J Solove, 2008, *Understanding Privacy*, (Harvard University Press, Cambridge, Mass.)
- European Union Agency for Fundamental Rights, 2014, *Handbook on European Data Protection Law*, (Council of Europe)
- Paul Lambert, 2013, *A User's Guide to Data Protection*, (Bloomsbury Professional Ltd)
- Peter Carey and Robin Hopkins, 2012, *Freedom of Information Handbook*, (The Law Society Press)
- Peter Carey, 2009, *Data Protection Law*, (Oxford University Press)

Pre-requisites

(LAWS5880) Public Law 1 or (LAWS6140) Public Law 1 (Certificate Programme)

Restrictions

Not available to non-law students.

Synopsis *

This module will focus on the way in which the law defines and constructs privacy, breach of confidence, cybersecurity threats, and e-surveillance in the UK, EU and elsewhere as appropriate (e.g. North America, Australia) and how the law regulates data protection, freedom of information, consent for digital and personal information collection, use and sharing, and e-surveillance. Students will be asked to critically examine whether privacy protection laws, consent, and confidentiality measures are fit for purpose and proportionate given demands of the market, the state, and public administrations to collect, use, and share personal information for reasons of commerce, service provision, and security protection. Students will be challenged to critically examine how personal, financial, health, and economic transactional data are managed, who has access to this information, and for what purposes. The module will require students to assess emerging legal, regulatory, data protection and personal privacy issues raised by widespread access to personal information, including data generated by social media, electronic commerce, state security agencies, and health administrations. The curriculum will explore rapidly changing privacy and data protection issues including the 'right to be forgotten', the Internet of Things (IoT), cybersecurity law in a post-Snowden world including Safe Harbours, data retention and reuse implications of the UK National DNA database, biobanks, and digital interconnectivity of social media.

LW642 International Law: Principles and Sources						
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)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

All Social Sciences undergraduate Law programmes.

Contact Hours

Contact hours: 20
Private study hours: 130
Total study hours: 150

Department Checked

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate detailed understanding of the origins, development and current debates on the nature of international law;
2. demonstrate in-depth theoretical and practical knowledge and understanding of the international law frameworks and institutions;
3. demonstrate in-depth knowledge and understanding of the concepts, principles and rules of international law;
4. critically analyse the relevance or otherwise of international law to particular disputes;
5. demonstrate a critical awareness of historical and contemporary theoretical, legal and political problems in international law;
6. critically evaluate the relationship between international law and social, political and economic contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. undertake effective independent research, including the ability to retrieve up-to-date information using electronic sources;
2. demonstrate key transferrable skills in devising and sustaining a complex argument;
3. use relevant and appropriate terminology with care, accuracy and confidence;
4. engage in practical application of knowledge through consideration and analysis of opinions/decisions;
5. critically assess law within theoretical, historical, political, social and economic contexts.

Method of Assessment

Main assessment methods

The assessment is 100% coursework:

MCT (10%)

MCT (10%)

Essay of 2,500 words (80%)*.

* Students must achieve a mark of at least 40% in the essay to pass the module overall.

Reassessment methods

Reassessment instrument (i.e. 100% coursework).

Preliminary Reading

- Evans, Blackstone's International Law Documents (OUP 2013)
- Klabbbers, International Law (CUP, 2013)
- Mansell & Openshaw, International Law A Critical Introduction (Hart, 2013)
- Shaw, International Law (Cambridge, 2014)

Pre-requisites

None

Restrictions

Cannot be taken if you have previously taken LAWS5060 (LW506)

Synopsis *

The module will examine the role and function of international law in regulating relations between States and resolving international disputes. It will introduce students to a number of theoretical frameworks through which to understand and critically evaluate international law historically and in context. It will provide students with knowledge and understanding of the origins and development of international law and of its key concepts, principles and rules. The module will enable students to consider the relevance, or otherwise, of international law to contemporary international problems and to critically assess its limitations and effects. This will be achieved through a range of topics and case studies.

LW643		International Humanitarian Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam with Compulsory Numeric Elements	

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate detailed understanding of the origins, development and current debates on the use of force in international law
2. Demonstrate an in depth knowledge and understanding of the international legal framework, principles and rules concerning the use of force in international law
3. Assess the relevance or otherwise of international law on the use of force to particular disputes
4. Critically evaluate the role of international law on the use of force in particular disputes and to critically assess the limitations and effects of the law on the use of force in regulating contemporary conflicts/disputes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. undertake effective independent legal research, including the ability to retrieve up-to-date information using electronic sources
2. demonstrate key transferrable skills in devising and sustaining legal argument
3. use relevant and appropriate legal terminology with care, accuracy and confidence
4. engage in practical application of knowledge through consideration and analysis of scenarios and case studies
5. critically assess law within theoretical, historical, political, social and economic contexts

Method of Assessment

Main assessment methods

The module will be assessed by 50% coursework and 50% exam as follows:

Written work, 2,000 words (50%)

Exam, 2 hours (50%) *

* Students must achieve a mark of 40% in the exam to pass the module overall

Alternatively short term Erasmus exchange students will be assessed by 100% coursework as follows:

Written work, 2,000 words (50%)

Essay, 2,000 words (50%) *

* Erasmus students must achieve a mark of 40% in the essay to pass the module overall

Reassessment methods

Like-for-like: where undertaken, a mark of 40% is required in the resit exam (non-Erasmus students), or the resit essay (Erasmus students) in order to pass the module overall.

Preliminary Reading

- Clapham and Gaeta, The Oxford Handbook of International Law in Armed Conflict (OUP 2014)
- Dinstein, War, Aggression and Self-Defence (OUP, 2011)
- Duffy, The 'War on Terror' and the Framework of International Law (CUP, 2015)
- Orford, International Authority and the Responsibility to Protect (Cambridge, 2011)
- Orford, Reading Humanitarian Intervention (Cambridge, 2007)
- Peevers, The Politics of Justifying Force: The Suez Crisis, the Iraq War, and International Law (Oxford, 2013)
- Rylatt & Solomou, The Oxford Handbook on the Use of Force in International Law (Oxford, 2015)
- Weller, Iraq, and the Use of Force in International Law (Oxford, 2010)
- Journal on the Use of Force and International Law

Pre-requisites

None

Restrictions

Cannot be taken if you have previously taken LW506.

Synopsis *

The module will examine the role and function of international law in the use of force between states as well as non-state actors. It will provide students with detailed knowledge and understanding of the origins and development of international law on the use of force and of its concepts, principles and rules governing the use of force (jus ad bellum) and the conduct of armed conflict (jus in bello). The module will enable students to consider the relevance, or otherwise, of international law on the use of force to contemporary international disputes and to critically assess its limitations and effects. This will be achieved through a range of topics and case studies.

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LW644	International Human Rights Law in Context					
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	

Contact Hours

Total Study Hours: 150

Contact Hours: 20

Private Study Hours: 130

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Critically review the origins, development and current key debates on human rights in international law drawing on evidence from a range of sources.
2. Critically evaluate the central principles and institutions of international and regional human rights frameworks in the contemporary global, political, economic and social context.
3. Appreciate the limits of international human rights law by applying and analysing different theoretical perspectives and critical concerns.
4. Apply international human rights law to issues of historical or contemporary concern.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Engage in independent legal research.
2. Develop and sustain a complex legal argument.
3. Practically apply legal knowledge to complex issues.
4. Analyse the application of law within its different theoretical, historical, political, social and economic contexts.

Method of Assessment

Main Assessment Methods

This module is assessed by 100% coursework consisting of one essay, 3,500 words.

Reassessment Methods

The module will be reassessed by a reassessment instrument (i.e. 100% coursework). The reassessment will re-test all of the module learning outcomes.

Preliminary Reading

- Bantekas and Oette, *International Human Rights Law and Practice*, 2nd Edition (CUP, 2016)
- Bhabra and Shilliam, *Silencing Human Rights: Critical Engagements with a Contested Project* (Macmillan, 2009)
- Bisset, *Blackstone's International Human Rights Documents* (OUP, 2014)
- Dembour, *Who Believes in Human Rights?* (Cambridge, 2006)
- Douzinas, *Human Rights and Empire: the Political Philosophy of Cosmopolitanism* (Routledge, 2007)
- Gearty and Douzinas, *The Cambridge Companion to Human Rights Law* (CUP, 2012)
- Ishay, *The History of Human Rights* (University of California Press, 2004)
- Moyn, *The Last Utopia: Human Rights in History* (Harvard, 2012)
- Mutua, *Human Rights: A Political and Cultural Critique* (University of Pennsylvania Press, 2002)
- Roberts, *The Contentious History of the International Bill of Human Rights* (CUP, 2015)
- Shelton (ed), *Oxford Handbook of International Human Rights Law* (OUP, 2013)
- Smith, *Textbook on International Human Rights Law* (OUP, 2013)

Pre-requisites

Students are required to have taken or to be taking (LAWS6420) *International Law Principles and Sources* or, may otherwise take this module at the discretion of the Convenor.

Synopsis *

The module will examine the evolution, principles, institutions and functions of international human rights law in their political, social and economic contexts. It will provide students with detailed knowledge and understanding of the origins and development of human rights law through critical study and analysis of key theoretical perspectives and debates. The module will enable students to consider the relevance, or otherwise, of international human rights law to historical and/or contemporary challenges and to critically assess its limitations and effects.

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LW645 International Law and Global Problems						
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	

Contact Hours

Total study hours: 150

Contact hours: 20

Private study hours: 130

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Critically apply detailed knowledge and understanding of international legal principles and concepts to selected global legal problems.
2. Subject to critical examination the application of international law to global legal problems in the light of key theoretical debates and specialized sources.
3. Critically understand the limits and potential of international law in addressing, constituting and challenging global legal problems.
4. Demonstrate systematic and critical knowledge and understanding of key theoretical perspectives and methods in international law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

5. Conduct detailed and systematic independent legal research using specialised skills, knowledge and sources across international law.
6. Formulate and sustain a critical and detailed legal argument supporting it with appropriate evidence.
7. Transfer and apply diagnostic and creative skills and exercise significant judgment in the practical application of legal knowledge to complex case studies.
8. Critically assess law within its different theoretical, historical, political, social and economic contexts.

Method of Assessment

Main assessment methods

This module is assessed by 100% coursework:

Essay, 4,000 words (100%)

Reassessment methods

The module will be reassessed by a reassessment instrument of an essay for 100%.

Pre-requisites

Students are required to have taken or to be taking (LAWS6420) International Law Principles and Sources.

Synopsis *

This course explores selected global problems in their historical, social, political and economic contexts in light of international legal frameworks. The course begins with an examination of key critical perspectives in international law, such as Third World Approaches to International Law, before moving on to specific topics of historical or contemporary concern. Attention will be paid in particular to systemic problems of the global legal order and students are encouraged to analyse the limits and potential of international law to present solutions to global problems as well as the role played by international law in framing and constituting those problems in the first place.

LW646 Homelessness Law and Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

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1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements
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Availability

All social sciences undergraduate law programmes.

Contact Hours

Contact hours: 20

Private study hours: 130

Total study Hours: 150

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an in-depth knowledge of the relevant statutory provisions relevant to homelessness.
2. Demonstrate a critical understanding of the policy frameworks underpinning state provision for the homeless including an historical and comparative understanding.
3. Demonstrate an in-depth understanding of how devolution has impacted upon legal responses to homelessness throughout the UK.
4. Demonstrate a critical understanding of responses to street homelessness and how those responses inform contemporary understandings of the state.
5. Critically assess claims about the progressive potential of homelessness law and policy and its relationship to broader social policies such as addressing social exclusion.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Effectively locate primary and secondary legal and policy sources and to apply them to specific policy and legal issues.
2. Critically evaluate an area of law both doctrinally and in terms of its socio-economic consequences.
3. Recognise potential alternative solutions to particular problems and make a reasoned choice between them.
4. Formulate and sustain a complex argument, supporting it with appropriate evidence.

Method of Assessment

Main assessment methods

Legal problem question (2000 words) (50%)

Essay (2500 words) (50%) *

* Students must achieve a mark of 40% in the essay to pass the module overall.

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- Andrew Arden et al., Homelessness and Allocations, 10th Edition (Legal Action Group, 2017)
- David Cowan, Housing Law and Policy (Law in Context), (Cambridge University Press, 2011)
- Jessie Hohmann, The Right to Housing: Law, Concepts, Possibilities, (Hart Publishing, 2013)
- Jan Luba QC, Liz Davies and Connor Johnston, Housing Allocations and Homelessness Law and Practice, 4th Edition, (Jordan Publishing, 2016)
- Peter Marcuse and David Madden, In Defense of Housing: The Politics of Crisis (Verso, 2016)

Pre-requisites

LAWS5880 Public Law 1 or LAWS6140 Public Law 1 (Certificate Programme)

Restrictions

Not available to non-law students.

Synopsis *

This module will provide students with a strong grounding in the technical law relating to homelessness, as well as an understanding of some of the key policy debates which underlie this legal framework. The module opens with discussion of social understandings of home and homelessness, before moving to a detailed assessment of the current framework of England's homelessness law. It will examine statute and case law relating to the duties on local authorities to respond to homelessness, including the definition of homelessness; who is "eligible" for housing; the key concepts of priority need and the meaning of vulnerability; what happens when someone is considered to be "intentionally homeless"; and the impact of a connection to another local authority. The review of the contemporary legal structure closes with discussion of the procedure which homeless applicants will undergo and a review of the law and policy relating to allocation policies. The second part of the module places this legal structure in context by examining the history of homelessness provision and regulation; considering responses to homelessness in other jurisdictions and examining the regulation and perceptions of street homelessness.

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LW648 Immigration Law						
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)	70% Exam, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Optional to the following courses: all undergraduate Law degrees

Contact Hours

Contact Hours: 20
Private Study Hours: 130
Total Study Hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed introductory knowledge and understanding of the national and international sources of UK Immigration law;
2. Demonstrate a critical awareness of the history and theory of regulating key categories of migrant subjects in the UK;
3. Demonstrate a critical understanding of the regulation of migrant subjects to the UK;
4. Critically reflect on key aspects of the intersection of national law with the international regulation of migration;
5. Critically evaluate the key contemporary scholarly and policy debates in the area of UK immigration law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Effectively apply knowledge to the analysis of complex issues;
2. Formulate and sustain a complex argument, supporting it with appropriate evidence;
3. Independently acquire knowledge and understanding in areas, both legal and non-legal;
4. Use the English Language in writing, in relation to legal matters and generally, with care, accuracy and effectiveness;
5. Read complex legal materials and summarise them accurately;
6. Correctly employ legal terminology and methods of citation and referencing for legal and other academic materials;
7. Conduct independent research, using both paper and electronic sources, to collect and synthesis information and inform a sustained argument;

Method of Assessment

Main assessment methods

Coursework – essay (3500 words) – 100%

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- Anderson, B. *Us & Them: The Dangerous Politics of Immigration Control* (OUP, 2013).
- Bosworth, M. *Inside Immigration Detention* (OUP, 2014).
- Clayton, G. *Textbook on Immigration and Asylum Law*, 7th ed. (OUP, 2016).
- De Guchteneire, P., Pecoud, and Cholewinski, R eds., *Migration and Human Rights: The United Nations Convention on Migrant Workers' Rights* (CUP, 2009).
- Gibney, M *The Ethics and Politics of Asylum* (CUP, 2004).
- Macdonald, I *Immigration Law and Practice in the United Kingdom* 8th Edition. (Butterworths Law, 2010).
- Wray, H. *Regulating Marriage Migration into the UK: A Stranger in the Home*. (Routledge, 2011)

Pre-requisites

None

Restrictions

Not available if already taken LW572. Students can, however, take this module with LW647

Synopsis <span style =

The module will provide an introduction to immigration law in the United Kingdom. It covers key concepts; the development of the field of law viewed in historical and political context; questions of nationality and the system of immigration control and enforcement. It also considers the relationship between human rights and UK immigration controls. In particular, the course covers: The Immigration Debate in the UK: Are Immigration restrictions justified?; The Evolution of Immigration Law and Policy in Britain; the multiple sources of Immigration Law; The Immigration Acts and the Framework of Immigration Control including an appreciation of the Appeals Process and Judicial Review; The Immigration Rules; relevant aspects of EU Free Movement and Residence Rights including the consequences of Brexit; an outline of Labour Migration; Family Migration and Article 8 ECHR; Deportation Law and Foreign National Offenders; Long-term Residence Rights and "Illegal" Migration. Drawing on a range of contextual accounts, policy documents, case law and critical analysis of developments at the national, regional and to a more limited extent the international level, the module enables students to acquire both sound knowledge of the law and critical awareness of the biases, gaps and challenges in the current immigration system.

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LW650		The Law of Contract				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Availability

All single and joint honours undergraduate Law courses.

Contact Hours

Private Study Hours: 121

Total Contact Hours: 29

Total Study Hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Build on 'Introduction to Contract and Tort' and 'Introduction to Property Law' in developing an in-depth understanding of the nature of private law, its sub-divisions and development.
2. Demonstrate a clear understanding of the main types of legal obligation arising from the law of contract and of the principles and rules of this area of law.
3. Use the knowledge of the law gained, and of its contextual and socio-economic underpinnings, to engage with questions of policy, regulation and change.
4. Demonstrate well-developed case reading skills, including an ability to understand and critique the arguments made and which may drive the outcome of a case, as well as policy and other considerations that may affect outcomes of cases.
5. Use cases, including judicial quotation (including from dissenting judgments), to help support (or negate) an argument.
6. Demonstrate a detailed understanding of the use of precedent while understanding the ability of judges to be creative, including an advanced ability to judge the weight of a case (or judgment) and provide critical and contextual comment.
7. Conduct research into complex legal issues to discover the relevant rules and principles, relevant cases (or statutes), secondary or extra-legal sources and to use these to construct sophisticated arguments and legal opinions while recognising areas of uncertainty or contention.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Use materials to evaluate legal solutions in terms of their consequences and theoretical coherence.
2. Use library and web resources, including journal articles and policy documents, to conduct research on complex areas.
3. Properly present material with correct citation and use of references where appropriate.
4. Show an understanding of the differences in use and value of primary and secondary sources.
5. Distinguish soundly-based knowledge and evidenced claims from unfounded assertions and to use evidence to support their own assertions and arguments.

Method of Assessment

Main assessment methods

The module will be assessed by 40% coursework and 60% examination according to the following breakdown:

Coursework - Written assessment, (2000 words) - 40%

Examination unseen (2 hours) - 60%

Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual component(s) of assessment.

Preliminary Reading

MacDonald, E & R. Atkins, Koffman & Macdonald's Law of Contract (9th ed)(OUP, 2018)

Merkin, R & S. Saintier, Poole's Textbook on Contract Law (15th ed) (OUP, 2021)

Merkin, R & S. Saintier, Poole's Casebook on Contract Law (15th ed) (OUP, 2021)

O'Sullivan, J, O'Sullivan & Hilliards The Law of Contract (9th ed) (OUP, 2020)

Adams, J and Brownsword, R, Understanding Contract Law (5th ed.) (Sweet & Maxwell, 2007)

Mulcahy, L, Contract Law in Perspective (5th ed.) (Routledge-Cavendish, 2008)

Mulcahy, L & Wheeler, S, Feminist Perspectives on Contract Law (Glasshouse, 2005)

Smith, SA, Contract Theory (OUP, 2004)

Smith, SA, Atiyah's Introduction to the Law of Contract (OUP, 2006)

Wightman, J, Contract: A Critical Commentary (Pluto, 1996)

Pre-requisites

LAWS3150/3250 Introduction to Contract and Tort. Co-requisite with LAWS651 Law of Tort.

Restrictions

Only available to Law students. Not available to exchange students.

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Synopsis *

This module will offer a one-week overview of Contract law doctrine by reviewing the essentials of contract law gained by students in Introduction to Contract and Tort and provide an overview of the lectures to follow.

Thereafter, students will spend the majority of the time on contract doctrine and problem-solving in contract law, comprised of doctrinal topics not covered in LAWS3150 Introduction to Contract and Tort e.g. breach of contract and remedies, contractual terms, misrepresentation, termination and frustration of contracts and policing bargaining behaviour.

The remainder of the module will focus on contract theory (e.g. freedom of contract, relational contract theory, contract and the vulnerable, contract and consumption). This section of the module will overlay the doctrine covered in the previous section with a basic theoretical framework, and ground students' understanding of critical essay writing in contract law. It will also build on discussion of the purposes of contract law in Introduction to Contract and Tort.

LW652 Advanced Topics in Tort Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

All single and joint honours Law programmes

Contact Hours

Contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

22/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of currently contentious areas of tort law.
2. Demonstrate a thorough understanding of differing views on, and interpretations of, the adequacy of particular aspects of the law of tort as a vehicle for redress.
3. Demonstrate a critical awareness of historical and contemporary theoretical and policy problems in tort law.
4. Critically analyse and evaluate tort law's role in modern society.
5. Use the knowledge of the law gained, and of its contextual and socio-economic underpinnings, to engage with questions of policy, regulation and change.
6. Use non-legal materials to evaluate areas of the law of tort in terms of its consequences and theoretical coherence.
7. Show an understanding and appreciation of the influence of various torts as they arise and operate within complex historical and political conditions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of reasoned argument.
2. Identify and evaluate contemporary legal and policy problems/areas of discord according to historical, socio-political and socio-legal contexts.
3. Use library and web resources, including journal articles and policy documents, to conduct complex research.
4. Properly present material with correct citation and use of references where appropriate
5. Distinguish soundly-based knowledge and evidenced claims from unfounded assertions and to use evidence to support their own assertions and arguments

Method of Assessment

Main assessment methods

Written essay (2500 words) (50%) / Examination, 2-hour unseen (50%)

Reassessment methods

Like-for-like

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Preliminary Reading

- Cane, P., Atiyah's Accidents, Compensation and the Law (CUP, 2013 or later edition if published)
- Conaghan, J. and Mansell, W., The Wrongs of Tort (2nd ed.) (Pluto Press, 1998)
- Cranor, C.F., Toxic Torts: Science, Law, and the Possibility of Justice (Cambridge, 2008)
- Greene, S., Causation in Negligence (Hart Publishing, 2016)
- McIvor, C., Third Party Liability in Tort (Hart Publishing, 2006)
- Oberdiek, J., Philosophical Foundations of the Law of Torts (OUP, 2014)
- Prialux, N., Beyond the Negligence Paradigm: Developing a Regulatory Ergonomic Approach to Error and Injury (forthcoming 2017)
- Prialux, N., The Harm Paradox: Tort Law and the Unwanted Child in an Era of Choice (Routledge-Cavendish, 2007).
- Rackley, E. and Richardson, J., Feminist Perspectives on Tort (Routledge-Cavendish, 2012)
- Teff, H., Causing Psychiatric and Emotional Harm: Reshaping the Boundaries of Legal Liability (Hart Publishing, 2008)
- Turton, G., Evidential Uncertainty in Causation in Negligence (Bloomsbury, 2016)
- Wright, J., Tort Law and Human Rights (2nd ed.) (Hart Publishing, 2017)

Pre-requisites

Prerequisites: LAWS3150 Introduction to Contract and Tort and LAWS6510 Law of Tort

Restrictions

Final year students only. Only available to Law students.

Synopsis *

The module will assume prior knowledge and understanding of the foundational levels of tort law taught in LAWS3150 and LAWS6510. In the module, students will focus on contentious areas of tort law from a critical perspective. They will look at areas such as those in the following (not exhaustive or all-inclusive) list: reproductive harms, wrongful birth/life, 'toxic torts' and developments in the law on causation, invasion of privacy and/or autonomy, feminist perspectives/critiques on torts, negligent policing (and of other public bodies), tort law and human rights, access to justice, conceptions of justice in/philosophy of tort. Teaching of these areas may be undertaken by 'experts' in a particular topic, so the availability of each topic may vary on an annual basis to account for e.g. periods of study leave.

LW654 Race, Sexuality and Gender Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Availability

Optional module available to all undergraduate single and joint honours law programmes.

Contact Hours

Contact hours: 40
Private study hours: 260
Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of the complex relationship between law and dominant concepts of race and religion, gender and sexuality;
2. Evaluate the significance of critical race, postcolonial, feminist, LGBT+/queer, and critical religion theories for understanding contemporary social and legal issues to do with race, religion, gender and sexuality;
3. Critically reflect upon the significance of a grounding in social and legal histories of race, religion, gender and sexuality in order to understand contemporary formations;
4. Identify and analyse the wide range of influences on legal discourse, policy, and law-making in relation to race, religion, gender and sexuality including concepts from feminist and LGBT+/queer perspectives within political theory, postcolonial theory, and the humanities and social sciences more broadly;
5. Demonstrate detailed knowledge of the intersections between concepts of race, religion, gender, sexuality, class, and disability;

The intended generic learning outcomes.
On successfully completing the module students will be able to:

1. Demonstrate interdisciplinary approaches;
2. Deploy critical and self-reflexive modes of analysis;
3. Construct well-reasoned and well-structured arguments about theoretical and practical issues;
4. Demonstrate argumentation skills that relate to both legal and non-legal texts;
5. Demonstrate skills in critical reading and analysis;
6. Undertake independent research on a defined topic;

Method of Assessment

Main assessment methods

100% coursework, comprising:

1. Coursework - group oral presentation, (approximately 15 minutes depending on group size), group mark awarded (30%)
2. Coursework - policy report (3500 words) (70%)

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- Auchmuty (ed), (2018) Great Debates in Gender and Law, Red Globe Press.
- Bakshi, Jivraj and Posocco, (2016) Decolonising Sexualities: Transnational Perspectives, Critical Interventions, Counter Press.
- Crenshaw "Marginalising the Intersection of Race and Sex" (1989) University of Chicago Legal Forum 139.
- Davies "Feminism and Gender in Legal Theory" in Asking the Law Question, (Lawbook Co., 2008)
- Harris "Race and Essentialism in Feminist Legal Theory" (1990) 42 Stanford Law Review 581.
- Mananzala and Spade "The Non-profit Industrial Complex and Trans Resistance" (2008) 5(1) Sexuality Research and Social Policy 53.
- Rahman and Jackson (2010) Gender and Sexuality: Sociological Approaches, Polity Press
- Sharpe 'Transgender Marriage and the Legal Obligation to Disclose Gender History' (2012) Modern Law Review, 75(1) 33-53

Restrictions

Only available to final year Law students.

Synopsis *

This module will provide students with the underlying theoretical framework for exploring a range of perspectives on the concepts of race, religion, gender and sexuality, and their intersections, including with other social relations. In doing so, the module will serve as a forum for discussion, debate, asking questions, and considering diverse perspectives on the concepts being studied, including relating them to specific case studies. The module will encourage students to choose an essay question or research project, and will help prepare them for it by; introducing and guiding students through key legal and interdisciplinary texts, stimulating debate on and engagement with these texts; developing students' skills in the areas of analysis and argumentation, and considering a range of sometimes conflicting perspectives on issues. Students will formulate a plan for their independent research project. The plan will provide an opportunity for students to critically engage with, and reflect upon, substantive feedback. This will be further supported by an oral assessment, in the form of an in-class presentation on a contemporary case study.

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LW655	Sports Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

Availability

All Social Sciences undergraduate Law programmes. In addition, the module is available as a wild option.

Contact Hours

Contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of foundational elements and issues concerning sports law.
2. Demonstrate a detailed appreciation of the international context and influences on the development of sports law.
3. Demonstrate a detailed appreciation of the role of law in giving effect to sports policy objectives and values.
4. Offer critical evaluation of the role of law and policy involved in the development of sports governance.
5. Locate and retrieve legal, policy and other relevant sources for the study of sports law and using these effectively in written work.
6. Understand relevant legal sources such as legislative material and judicial decisions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an ability to analyse salient issues and problems and critically appraise the issues to their wider socio-economic context.
2. Present research-substantiated analysis and arguments in written work.
3. Recognise and evaluate alternative solutions to problems.
4. Demonstrate self-critical learning skills, including reflection upon learning progress.
5. Organise their work, engage in independent research, study and use of resources.
6. Produce written work in an appropriate format, with correct use of spelling, punctuation, grammar, citation and references.

Method of Assessment

Main assessment methods

The module will be examined on the basis of 100% coursework:

1. Short written assignment - 1,000 words (20%)
2. Longer written assignment - 3,000 words (80%).

13.2 Reassessment methods

Like-for-like

Preliminary Reading

Beloff MJ., et al, Sports Law 2nd ed, Oxford, Hart (2012)

Blackshaw IS, International Sports Law: An Introductory Guide, The Hague, Asser Press (2017)

Gardiner S., O'Leary, Welch R., Boyes S., Naidoo U., Sports Law (4th ed, Routledge, 2012)

Gardiner S., Parrish R.I., Siekmann C.R.(eds), EU, Sport, Law and Policy: Regulation, Re-regulation and Representation, the Hague, TMC Asser (2009)

Grayson, Sport and the Law 3rd ed., Bloomsbury (2000)

James M., Sports Law 3rd ed., London, Palgrave (2017)

Lewis A., Taylor J.(eds), Sport: Law and Practice (3rd ed, Haywards Heath, Bloomsbury (2014)

Nafziger J.A.R. (ed), Transnational Law of Sports, Elgar, (2013)

Siekmann C.R., Soek J. (eds), Lex Sportiva: What is Sports Law, The Hague, Asser (2012)

Pre-requisites

None

Synopsis <span style =

The overall objective of the module is to provide an exposition and appreciation of Sports Law, considering key elements of the legal and institutional framework. Sport in the UK (as elsewhere) is now subject to a very wide range set of systems of supervision involving the application of principles and institutional governance subject to a wide spectrum of legal sources, including public and private law, national and international law as well as sui generis dispute resolution systems such as the Court of Arbitration for Sport based in Switzerland. The module will develop student learning by focusing on a range of legal topics and issues, which constitute integral key components of Sports Law.

Availability

All Social Sciences undergraduate Law programmes. In addition, the module is available as a wild option.

Contact Hours

Contact hours: 20

Private study hours: 130

Total study hours: 150

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a detailed understanding of foundational elements and issues concerning sports law.
2. Demonstrate a detailed appreciation of the international context and influences on the development of sports law.
3. Demonstrate a detailed appreciation of the role of law in giving effect to sports policy objectives and values.
4. Offer critical evaluation of the role of law and policy involved in the development of sports governance.
5. Locate and retrieve legal, policy and other relevant sources for the study of sports law and using these effectively in written work.
6. Understand relevant legal sources such as legislative material and judicial decisions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an ability to analyse salient issues and problems and critically appraise the issues to their wider socio-economic context.
2. Present research-substantiated analysis and arguments in written work.
3. Recognise and evaluate alternative solutions to problems.
4. Demonstrate self-critical learning skills, including reflection upon learning progress.
5. Organise their work, engage in independent research, study and use of resources.
6. Produce written work in an appropriate format, with correct use of spelling, punctuation, grammar, citation and references.

Method of Assessment

Main assessment methods

The module will be examined on the basis of 100% coursework:

1. Short written assignment - 1,000 words (20%)
2. Longer written assignment - 3,000 words (80%).

13.2 Reassessment methods

Like-for-like

Preliminary Reading

Beloff M.J., et al, Sports Law 2nd ed, Oxford, Hart (2012)

Blackshaw IS, International Sports Law: An Introductory Guide, The Hague, Asser Press (2017)

Gardiner S., O'Leary, Welch R., Boyes S., Naidoo U., Sports Law (4th ed, Routledge, 2012)

Gardiner S., Parrish R.I., Siekmann C.R..(eds), EU, Sport, Law and Policy: Regulation, Re-regulation and Representation, the Hague, TMC Asser (2009)

Grayson, Sport and the Law 3rd ed., Bloomsbury (2000)

James M., Sports Law 3rd ed., London, Palgrave (2017)

Lewis A., Taylor J.(eds), Sport: Law and Practice (3rd ed, Haywards Heath, Bloomsbury (2014)

Nafziger J.A.R. (ed), Transnational Law of Sports, Elgar, (2013)

Siekmann C.R., Soek J. (eds), Lex Sportiva: What is Sports Law, The Hague, Asser (2012)

Pre-requisites

None

Synopsis *

The overall objective of the module is to provide an exposition and appreciation of Sports Law, considering key elements of the legal and institutional framework. Sport in the UK (as elsewhere) is now subject to a very wide range set of systems of supervision involving the application of principles and institutional governance subject to a wide spectrum of legal sources, including public and private law, national and international law as well as sui generis dispute resolution systems such as the Court of Arbitration for Sport based in Switzerland. The module will develop student learning by focusing on a range of legal topics and issues, which constitute integral key components of Sports Law.

LW656 Law of the Dead Hand: Inheritance and Intergenerational Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Availability

All KLS undergraduate programmes

Contact Hours

Total study hours: 300

Contact hours: 40

Private study hours: 260

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a detailed knowledge and understanding of the concepts, doctrines and principles associated with the law of inheritance;
2. Demonstrate a critical awareness of, and sensitivity to, the political, economic and/or social implications that arise from different inheritance practices across international jurisdictions;
3. Critically identify the theoretical and policy underpinnings of the law of inheritance and critically evaluate legal practices of estate planning;
4. Critically evaluate inheritance law: to take nothing at face value, to go beneath the surface of the law to critically analyse and evaluate it.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Critically evaluate an area of law both doctrinally and in terms of its socio-economic consequences;
2. Undertake a detailed examination of the merits of competing issues and interests and make a reasoned choice between them;
3. Apply further research from a variety of sources informing a sustained and detailed argument;
4. Demonstrate an independence of mind and an ability to critically challenge received understandings and conclusions.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework comprising:

In-class assessment (30 mins. MCQs) – 10%

Short essay (2,500 words) – 30%

Long essay (5,000 words) – 60%

Reassessment methods

Like for like.

Preliminary Reading

- L.M. Friedman, *Dead Hands: A Social History of Wills, Trusts, and Inheritance Law* (Stanford University Press, 2009)
- J. Garton (ed.), *Moffat's Trusts Law* (6th ed., Cambridge University Press, 2015)
- B. Hacker and C. Mitchell (eds.), *Current Issues in Succession Law* (Hart Publishing, 2016)
- D. Halliday, *Inheritance of Wealth: Justice, Equality, and the Right to Bequeath* (Oxford University Press, 2018)
- J.E. Hughes, *Family Wealth: Keeping It in the Family* (Bloomberg Press, 2004)
- R. Kerridge, Parry and Kerridge: *The Law of Succession* (13th ed., Sweet & Maxwell, 2016)
- B. Sloan, *Borkowski's Law of Succession* (3rd ed., Oxford University Press, 2017)

Pre-requisites

Prerequisite: LAWS3160 Introduction to Property Law / LAWS3240 Introduction to Property Law (Certificate) or LAWS5316 Introduction to Property Law.

Restrictions

Not available to non-law students.

Synopsis *

The law of inheritance (also known as succession) is a core area of legal and socio-economic practice enabling, and sometimes mandating, the transfer of wealth from one generation to another. Common law jurisdictions, such as England, Australia and America, are often described as upholding the principle of 'freedom of testation'. To the extent that testators' intentions are given primacy over other considerations, such as provision for family members and dependents and other 'public policies', particularly in putting conditions on bequests, the more the dead can be understood as governing the living – as such, the law of inheritance is sometimes known as the law of the dead hand. This course provides a critical introduction to the law of inheritance and practices of 'estate planning'. It will analyse the key legal structures involved in estate planning in English succession law, including the nature of wills, will formation, the use of trusts in wills, and the administration of estates; it will assess the problem of intestacy (dying without a will); it will critically evaluate the principle of 'freedom of testation' with regard the limitations placed on freedom of testation and comparative analysis with other jurisdictions; and it will evaluate the law and practice of estate planning through an introduction to the principles of taxation relevant to inheritance and the socio-economic implications of estate planning.

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LW658	Technologies in Legal Practice					
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

All undergraduate single and joint honours law programs. Available as an elective module.

Contact Hours

Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a critical understanding of the fundamental status and role of technology in early modern, modern and contemporary legal practice in the UK;
2. Display a detailed awareness of contemporary digital technology and media, machine learning, artificial intelligence and other technologies that are emerging in the practice of law in the UK;
3. Demonstrate a detailed understanding of how key elements of contemporary technologies in legal practice differ qualitatively from previous technologies;
4. Critically reflect on the way legal technologies relate to broader paradigms of law and normativity;
5. Critically discuss the main contemporary intellectual debates regarding the significance and impact of digital technologies and machine learning, including in relation to law and the legal system

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate a range of analytical skills including close reading of a variety of materials;
2. Situate texts within the context in which they were produced and are received;
3. Effectively and independently apply knowledge to analyse complex issues;
4. Write cogently about themes and structures as they appear in selected texts;
5. Formulate and sustain a complex argument, supported by appropriate evidence.

Method of Assessment

Main assessment methods

In-course test (45 mins) – 10%

Essay (3,500 words) – 90%

Reassessment methods

Re-assessment Instrument - 100% coursework

Preliminary Reading

- Brownsword, R. and Yeung, K. (eds) *Regulating Technologies: Legal Futures, Regulatory Frames and Technological Fixes* (Bloomsbury, 2008)
- Goldenfein, J. and Leiter, A. "Legal Engineering on the Blockchain: 'Smart Contracts' as Legal Conduct" [2018] *Law and Critique* 29(2), 141-149.
- Hacker, P. et al, eds. *Regulating Blockchain: Techno-social and Legal Challenges*. (Oxford University Press, 2019).
- Hildebrandt, M. *Smart Technologies and the End(s) of Law: Novel Entanglements of Law and Technology* (Edward Elgar, 2015).
- Parsley, C. "An Office for Technological Times? Artificial Intelligence, Machine Learning and Juristic Thinking" in Goodrich P and McVeigh S (eds) (2020, forthcoming)
- Susskind, R. *Tomorrow's Lawyers: An Introduction to Your Future* (Oxford University Press, 2017)
- Vismann, C. *Files: Law and Media Technology* (Stanford University Press, 2008).

Pre-requisites

None

Restrictions

Only available to Law students.

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Synopsis *

From the introduction of writing in criminal trial processes, right through to use of AI to machine-analyse legal documents, the law has always transformed its own practice through the adoption of "non-legal" technologies. Today, blockchain and other distributed ledger technologies have made possible the creation of new kinds of legal documents—for example, "smart contracts" that are self-executing and self-enforcing. Hand-held mobile devices and instant messaging have transformed lawyer-client relations. Beyond new documents or networked communication mechanisms, however, new technologies like algorithmic machine learning are changing the way lawyers, courts and intermediaries do their work. Tomorrow's lawyers, as recent scholarship has argued, will need a new set of skills and ways of working that are fit for the coming age of human-machine hybridity. This module aims to introduce students to some of the major technologies currently being integrated into legal practice, as well as the ways that they are transforming the way law works—and possibly, according to legal scholars, what we mean by "law" itself. By critically situating these new technologies in relation to previous technological (r)evolutions in legal practice—major changes precipitated by technologies like writing, the invention of forms, or the media technology of legal files—this module asks what implications those technologies might have for the lawyer, the court, and for other governmental institutions whose work has traditionally been defined by the pursuit of justice.

LW660	The Regulation of Surveillance/Platform Capitalism					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Optional to all social sciences undergraduate Law, SSPSSR, Computing, and Journalism programmes.

Contact Hours

Contact Hours: 20
Private Study Hours: 130
Total Study Hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. Demonstrate detailed knowledge and critical understanding of the ideological logic and algorithmic techniques of Surveillance Platform capitalism (SPC).
2. Demonstrate comprehensive knowledge of key scholarship and theories on the individual and social effects of SPC from the fields of Surveillance Studies, Algorithmic Governance Studies, and New Media and Society Studies.
3. Demonstrate critical knowledge of SPC as a global, socio-legal process.
4. Demonstrate critical knowledge of different modes of governance concerning the techniques, operators, and effects of SPC.
5. Demonstrate the ability to use key scholarship and theories on SPC to reflect critically on their personal and social encounters with social-media and sharing platforms.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. Critically evaluate an area of law both doctrinally and in terms of its socio-economic consequences.
2. Undertake a detailed examination of the merits of competing issues and interests and make a reasoned choice between them.
3. Demonstrate an independence of mind and an ability to critically challenge received understandings and conclusions.
4. Present research-substantiated analysis and arguments in written work.
5. Demonstrate self-critical learning skills, including reflection upon learning progress.
6. Organise their work, engage in independent research, study and use of resources.
7. Produce written work in an appropriate format, with correct use of spelling, punctuation, grammar, citation and references.

Method of Assessment

Main assessment methods

Personal Reflective Journal (1,500 words) – 20% AND:
Essay (2,500 words) – 80% OR:
A creative submission (e.g. poster / film) plus written commentary (1,500 words) – 80%

Reassessment methods

Like-for-like

Preliminary Reading

- Kalpokas, I., 2019. *Algorithmic Governance: Politics and Law in the Post-Human Era*. London: Palgrave.
- Lyon, D. & Ball, J. K., 2014. *Routledge Handbook of Surveillance Studies*. Abingdon: Routledge.
- O'Reilly, M. et al. (2018) 'Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents', *Clinical Child Psychology and Psychiatry*, 1(13)
- Ortiz, S. M. (2020) 'Trolling as a Collective Form of Harassment: An Inductive Study of How Online Users Understand Trolling', *Social Media and Society*.
- Mbioh, W. R. & Zokaityte, A., Forthcoming. Inclusive social media? Exploring the role of the law in facilitating user inclusion and participation in social media. In: T. Williams, ed. *Inclusive Regulatory Practices*. London: Palgrave, pp. 30-59.
- Smicek, N., 2017. *Platform Capitalism*. 1 ed. Cambridge: Polity Press.
- Zuboff, S., 2019. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. 1st ed. London: Profile Books.

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Pre-requisites

None

Synopsis *

Surveillance Platform Capitalism (SPC) is the use of highly sophisticated algorithms and artificial intelligence to "mine" or extract commercial value from personal data and information about the behaviour of consumers online. The aim of the module is to examine SPC through a socio-legal lens and to provide students with key concepts and interdisciplinary insights to understand and reflect critically on the nature and effects of SPC on individuals and society.

The module is divided into three parts. The first section will define and place SPC in historical and socioeconomic context. It will place SPC within the context of the emergence of the surveillant society, drawing on scholarship from Surveillance and Critical Surveillance Studies. It will then define and explore its ideological logic and algorithmic techniques (e.g., online behavioural tracking and targeting, personalisation and recommendation systems, choice-engineering, nudging) informed by scholarship from Algorithmic Governance Studies.

The second part of the module will look at the effects of SPC on individuals and society, using social media as a case study and drawing on New Media & Society Studies. It will examine the effects of SPC on mental health and self-representation and explore its intersection with questions of identity, particularly gender and race. It will then examine the effects of SPC on the production and consumption of journalistic and political communication (e.g. the challenges of echo-chambers, fake news, political advertising).

The final part of the module will look at the regulatory and governance challenges SPC poses, focusing on social media as a case study. It will examine the potential and limitations of different governance models (e.g., state vs self-regulation) to regulate the algorithmic techniques, operators, and digital content of SPC.

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LW661 Advanced Topics in Data Protection and Cyber Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

All LSSJ undergraduate law, SSPSSR, and Journalism courses.

Contact Hours

Contact Hours: 20
Private Study Hours: 130
Total Study Hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module, students will be able to:

1. Demonstrate a detailed and well developed understanding of the policies, debates and legal doctrines associated with case studies in emerging areas of data protection, information technology and cyber law.
2. Demonstrate a critical understanding of recent developments in areas of law studied, such as EU and UK data protection, e-privacy, Information Commissioner's Office opinions and rulings, and international data protection regulations (e.g. EU, US, Commonwealth), cyber law and the internet of things.
3. Undertake an in-depth case study analysis of emerging issues in privacy, data protection, e-surveillance, cyber law.
4. Make sophisticated arguments in relation to the case studies undertaken in those areas.

The intended generic learning outcomes.
On successfully completing the module, students will be able to:

1. Identify, understand, and evaluate complex legal and non-legal policy materials.
2. Critically challenge received understandings and conclusions.
3. Present complex legal and policy ideas and formulate sustained and persuasive arguments.
4. Undertake research, writing, and problem solving as it pertains to the analysis of statutes, legal cases and rulings, policies, and in the construction of legal, philosophical, and policy-based arguments.

Method of Assessment

Main Assessment Methods

Assessment Pattern A – 100% coursework:
Case Study 1 – 2500 words (50%)
Case Study 2 – 2500 words (50%)

Assessment Pattern B – 100% dissertation: between 5,000-6,000 words

Reassessment methods

Like-for-like

Preliminary Reading

- Daniel J Solove, 2008, *Understanding Privacy*, (Harvard University Press, Cambridge, Mass.)
- Andrew Murray, 2019, *Information Technology Law: Law and Society*. (Oxford University Press).
- Ian J Lloyd, 2020, *Information Technology Law*. (Oxford University Press).
- Paul Gibbons, 2019. *The Freedom of Information Officer's Handbook* (Facet Publishers).

Pre-requisites

LW641 Privacy, Data Protection and Cybersecurity Law is a pre-requisite and must be passed prior to undertaking this module. Discretion is afforded to the convenor to allow students to take this module on a co-requisite basis in individual circumstances.

Synopsis */span>

This module builds on the understanding developed in 'LW641 Privacy, Data Protection and Cybersecurity Law', which introduces students to the key concepts and issues in the regulatory framework governing including privacy, data protection, and developments in cyber-crime and cyber security. The module promotes in depth, critical enquiry and insight in the subject area using current issues and case studies as a platform for developing specialist knowledge. The module adopts a research led approach engaging students in more tightly focussed study of emerging current issues in the area of data and cyber law than is possible in LW641. The topics treated each year will be subject to annual revision to meet and engage with current issues in the areas of data protection and cyber law.

These topics will take the form of several case studies during the course of the term and will cover such issues as:

- Changes to the use and understanding of privacy.
- Emerging issues in data protection – how do we use of data and what can we consent to?
- For example - tracking apps and health data
- International developments in the protection of data.
- Ethical issues in AI and machine learning
- Cyber law – issues in regulating the internet
- Understanding cyber-crime – prosecuting cyber enabled and cyber dependent crime

The choice of specific case studies in the module will be made annually by colleagues involved in delivery of the module, based on current cases, issues and research projects.

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LW662	The Law of Succession					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

All KLS undergraduate programmes

Contact Hours

Contact hours: 20

Private study hours: 130

total Study hours:- 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module, students will be able to:

1. demonstrate a detailed knowledge and understanding of the concepts, doctrines and principles associated with the law of succession, in particular the law of wills and intestacy;
2. demonstrate a critical awareness of, and sensitivity to, the political, economic and/or social implications that arise from different succession practices across international jurisdictions;
3. critically identify the theoretical and policy underpinnings of the law of succession;
4. critically evaluate succession law: to take nothing at face value, to go beneath the surface of the law to critically analyse and evaluate it.

The intended generic learning outcomes.

On successfully completing the module, students will be able to:

1. critically evaluate an area of law both doctrinally and in terms of its socio-economic consequences;
2. undertake a detailed examination of the merits of competing issues and interests and make a reasoned choice between them;
3. apply further research from a variety of sources informing a sustained and detailed argument;
4. demonstrate an independence of mind and an ability to critically challenge received understandings and conclusions.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework comprising:

- In-class assessment (30 mins. MCQs) – 20%
- Short essay (2,500 words) – 80%

Students must attain a pass mark in the essay in order to pass the module overall.

Reassessment methods

Like for like.

Preliminary Reading

- L.M. Friedman, *Dead Hands: A Social History of Wills, Trusts, and Inheritance Law* (Stanford University Press, 2009)
- B. Hacker and C. Mitchell (eds.), *Current Issues in Succession Law* (Hart Publishing, 2016)
- R. Hedlund, *The Law of Succession* (Hall and Stott Publishing, 2019)
- B. Sloan, *Borkowski's Law of Succession* (4th ed., Oxford University Press, 2020)
- B. Sloan (ed.), *Landmark Cases in Succession Law* (Hart Publishing, 2019)

Pre-requisites

Prerequisite: LAWS3160 Foundations of Property/ LAWS3240 Foundations of Property (Certificate) or LAWS5316 Foundations of Property.

Restrictions

Students may not take this module if they are taking (or have taken) 'LAWS6560 Law of the Dead Hand: Inheritance and Intergenerational Justice' as part of their course of study.

Synopsis *

The law of succession (also known as inheritance) is a core area of legal and socio-economic practice enabling, and sometimes mandating, the transfer of wealth from one generation to another. Common law jurisdictions, such as England, Australia and America, are often described as upholding the principle of 'freedom of testation'. This course provides a critical introduction to the law of succession, in particular the nature of wills, will formation, and the administration of estates; it will assess the problem of intestacy (dying without a will); it will critically evaluate the principle of 'freedom of testation' with regard the limitations placed on freedom of testation and through comparative analysis with other jurisdictions.

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LW700	Law Year Abroad					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	120 (60)	Pass/Fail Only	

Availability

LLB English & French Law*
LLB European Legal Studies (inc. with German, Spanish or Italian)
LLB International Legal Studies

Contact Hours

Learning and teaching methods will vary depending on the partner institution and the agreed modules. Inclusive of independent study, LAWS7000 will require approximately 1,200 hours of study, (or the number of study hours otherwise specified by the partner institution concerned as amounting to a full-time load).

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will have:

1. Acquired the ability to study law in a different higher education environment
2. Enhanced their understanding of law within an international context
3. Acquired the ability to study law in a different language (only formally relevant to those LLB programmes marked with an asterisk in section 7)
4. Enhanced their command of the target language in a native-speaker setting (only formally relevant to those LLB programmes marked with an asterisk in section 7)

The intended generic learning outcomes.

On successfully completing the module students will have:

1. Acquired the ability to perform effectively in a different cultural – and, in some cases, linguistic – environment
2. Developed their intercultural sensitivity and interpersonal skills
3. Developed their ability to communicate effectively orally and in writing in more than one language (only formally relevant to those LLB programmes marked with an asterisk in section 7)

Method of Assessment

Main assessment methods

The assessment methods are set and administered by the partner institution in accordance with its own rules and regulations and will vary depending on the institution and the agreed modules. Kent will assess LAWS7000 on a pass/fail basis. In order to pass this module and be awarded 120 Kent credits, students must achieve a pass mark (documented by the transcript issued by the partner institution) in at least two-thirds of the credits of their agreed modules. There will be no compensation or condonement, and no concessionary adjustment of any marks awarded by the partner institution.

Reassessment methods

Reassessment opportunities may be provided by the partner institution during the year abroad in accordance with its own rules and regulations. Where, subsequent to any reassessment opportunities offered by the partner institution, a student fails to obtain two-thirds of the necessary credits, but achieves at least one-third, they will be required to undertake further written work to achieve the remaining credits. The pass mark for this assessment will be 40%, however, no numerical mark will be formally recorded.

Students who fail to achieve at least one-third of the necessary credits will not be offered a reassessment opportunity at Kent, and will fail this module (and their year abroad).

Students who ultimately fail their year abroad will be transferred to the single honours LLB Law and will not achieve a degree with a year abroad.

Preliminary Reading

Required and recommended reading will be set by the partner institution according to the agreed modules. However, students must carefully read all documentation provided to them in regard to their year abroad by the University of Kent and by the partner institution concerned.

Pre-requisites

Entry requirements vary for each programme - please check with Kent Law School

Restrictions

Available only to Law programmes with designated year abroad option - Not available as a wild module.

Synopsis *

The year abroad involves the delivery of taught content (and the assessment of that content) at a partner institution, which will enable students to achieve the intended specific and generic learning outcomes of this module. Students will take modules equivalent to a full-time load (e.g. a full-time year of academic study, or as otherwise defined by the host institution). The exact composition will be as agreed with the appropriate Programme Director, or as set out in the learning agreement ('the agreed modules'). The curriculum will vary depending on the partner institution and the agreed modules, but will be relevant to the student's programme of study, and will contribute to achievement of the programme's educational aims and learning outcomes.

PH712 Cosmology and Interstellar Medium						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

Have:

Knowledge and understanding of aspects of the theory and practice of astronomy, astrophysics and space science, and of those aspects upon which astronomy, astrophysics and space science depends.

A systematic understanding of most fundamental laws and principles of physics and of astronomy, astrophysics and space science, along with their application – some of which are at (or are informed by) the forefront of the discipline.

An ability to identify relevant principles and laws when dealing with problems, and to make approximations necessary to obtain solutions.

An ability to solve problems in physics using appropriate mathematical tools.

An ability to use mathematical techniques and analysis to model physical behaviour.

An ability to comment critically on how spacecraft are designed, their principles of operation, and their use to access and explore space, and on how telescopes (operating at various wavelengths) are designed, their principles of operation, and their use in astronomy and astrophysics research.

An ability to solve advanced problems in physics using appropriate mathematical tools, to translate problems into mathematical statements and apply their knowledge to obtain order of magnitude or more precise solutions as appropriate.

An ability to interpret mathematical descriptions of physical phenomena.

A working knowledge of a variety of experimental, mathematical and/or computational techniques applicable to current research within physics.

An enhanced ability to work within in the astronomy, astrophysics and space science areas that is well matched to the frontiers of knowledge, the science drivers that underpin government funded research and the commercial activity that provides hardware or software solutions to challenging scientific problems in these fields.

An ability to present and interpret information graphically.

An ability to make use of appropriate texts, research-based materials or other learning resources as part of managing their own learning.

An ability to make use of research articles and other primary sources.

The intended generic learning outcomes. On successfully completing the module students will be able to:

Have a knowledge and understanding of:

Problem-solving skills, in the context of both problems with well-defined solutions and open-ended problems; an ability to formulate problems in precise terms and to identify key issues, and the confidence to try different approaches in order to make progress on challenging problems. Numeracy is subsumed within this area.

Analytical skills – associated with the need to pay attention to detail and to develop an ability to manipulate precise and intricate ideas, to construct logical arguments and to use technical language correctly.

Method of Assessment

Take-home Test 1 (10 hrs, 15%)

Take-home Test 2 (10 hrs, 15%)

Examination (70%, 2hrs)

Academic year 2022/23 examined: In-Person Exam (Standard Exam)

Preliminary Reading

The Physics of the Interstellar Medium; Dyson, J.E. & Williams, D.A (1997)

Cosmological Physics; Peacock, J.A (1999)

Cosmology; Rowan-Robinson, M (1997)

Astrophysics vol.2; Bowers, R.L. & Deeming, T (1994)

Annual Reviews of Astronomy and Astrophysics, 30, 499-542; Carroll, Press & Turner (1992)

Pre-requisites

Prerequisites:

PHYS5030 Atomic Physics

PHYS5070 The Multiwavelength Universe and Exoplanets

PHYS6070 Stars, Galaxies and the Universe

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

Interstellar Medium:

The major properties of the Interstellar Medium (ISM) are described. The course will discuss the characteristics of the gaseous and dust components of the ISM, including their distributions throughout the Galaxy, physical and chemical properties, and their influence the star formation process. The excitation of this interstellar material will be examined for the various physical processes which occur in the ISM, including radiative, collisional and shock excitation. The way in which the interstellar material can collapse under the effects of self-gravity to form stars, and their subsequent interaction with the remaining material will be examined. Finally the end stages of stellar evolution will be studied to understand how planetary nebulae and supernova remnants interact with the surrounding ISM.

Extragalactic astrophysics:

Review of FRW metric; source counts; cosmological distance ladder; standard candles/rods.

High-z galaxies: fundamental plane; Tully-Fisher; low surface brightness galaxies; luminosity functions and high-z evolution; the Cosmic Star Formation History

Galaxy clusters: the Butcher-Oemler effect; the morphology-density relation; the SZ effect

AGN and black holes: Beaming and superluminal motion; Unified schemes; Black hole demographics; high-z galaxy and quasar absorption and emission lines.

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38 School of Politics and International Relations

PO555 International Organisation: The UN System						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	90% Exam, 10% Coursework	
2	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate knowledge and understanding of the role of the United Nations in international relations from its creation to the present.
2. Understand and critically assess the role of the UN in the area of human rights.
3. Appreciate the diversity and scope of UN activities in world politics.
4. Critically assess changes in how the UN responds to its core objective of maintaining international peace and security.

Method of Assessment

50% Coursework - Essay, 2500 words (40%)
50% Exam (2hrs)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment: 100% coursework

Preliminary Reading

Thakur, Ramesh. *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect*. 2nd edition (Cambridge: Cambridge University Press, 2017).

Weiss, Thomas G. and Sam Daws, Eds. *The Oxford Handbook on the United Nations*. 2nd edition (Oxford: Oxford University Press, 2018).

Mingst, Karen A., Margaret P. Karns and Alynna J. Lyon. *The United Nations in the 21st century. Dilemmas in World Politics*. 5th edition (Boulder, CO: Westview Press, 2017).

Synopsis *

This module explores the origins, evolution and role of the United Nations (UN) in world politics. The aim is to understand how and why states and other actors participate in the UN. The module further explores the extent to which the United Nations is able to achieve its stated goals of maintaining peace and security, achieving cooperation to solve key international problems, and promoting respect for human rights. The module examines the work of key UN organs, agencies, and member states in a variety of issue areas, with the aim of critically assessing the successes, challenges, and failures of the United Nations.

PO563 Foreign Policy Analysis and Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

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1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework
1	Canterbury	Autumn	H	15 (7.5)	90% Exam, 10% Coursework
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

1. have gained a sound knowledge and critical understanding of the principal aspects of foreign policy and foreign policy analysis as a subject area integrated into International Relations.

2. be familiar with the constituents of the foreign policy system: actors, the system (internal and external) and the complex series of motivational factors that lead to foreign policy implementation.

have gained understanding of the relationship between foreign policy and diplomacy and of the continuing changes to diplomacy after 1945.

4. be familiar with the theories of IR that have augmented foreign policy theory and the variations of foreign policy analysis itself.

5. explain the role of decision-making, comparing the psychological vs. rational-actor perspectives, as well as the endogenous and exogenous factors that inform the construction and direction of foreign policy.

6. explain current foreign policy issues of diverse actors such as China, Japan, the US, Britain, and the EU.

Method of Assessment

Essay, 3000 words, 50%

Exam, 2 hours, 50%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment Instrument: 100% coursework

Preliminary Reading

* S. Smith, Amelia Hadfield, and Time Dunne (eds) *Foreign Policy: Theories, Actors, Cases*. 3rd edition. Oxford University Press, 2016.

* C. Alden and A. Aran, *Foreign Policy Analysis: New Approaches*, Routledge, 2011

* D. Beach. *Analyzing Foreign Policy*. Basingstoke: Palgrave Macmillan, 2012

* C. Hill, *Foreign Policy in the Twenty-First Century*. 2nd edition Palgrave Macmillan, 2006.

* M. Webber and M. Smith, *Foreign Policy in a Transformed World*, Prentice Hall, Pearson Education, 2002.

* V. Hudson, *Foreign Policy Analysis: Classic and Contemporary Theory*, Rowman&Littlefield, 2nd ed. 2013

Synopsis <span style =

This module examines the complex relationship between foreign policy analysis and foreign policy practice. It does so by exploring shifting approaches to making and examining foreign policy, including the contributions of IR theory to Foreign Policy Analysis. Historical antecedents of foreign policy as a practice are examined via exploring international actors, the system they inhabit (both internal and external), and the motivations that inform their individual actions and collective interactions. FPA is not as a single theory, capable of generating an overarching framework that can explain or help to understand actors' choices in all situations. The module will instead compare and contrast different FPA theories, often derived from IR theories, and critically assess their analytical advantages and weaknesses in applying them to "real world" examples. The module explores some major events or crises, such as the Iraq War and the South China Sea dispute, attempting to get an overview of the foreign policies of different states across international society, such as China, the United States, Japan, and Britain.

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PO566 Europe and the World						
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

Total contact hours: 22

Private study hours: 124

Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1: Understand the complex inter-relationship between Europe and the rest of the world, with particular reference to the debates surrounding the issues of globalisation and integration;

8.2: Identify, analyse and assess the impact of contemporary global economic, political, environmental and security developments on Europe;

8.3: Compare and contrast the response of European states to these global challenges, both through their national foreign policies and collectively through the European Union;

8.4: Assess the extent of the 'Europeanisation' of the foreign policies of EU member states and explain the differences between states and policy areas;

8.5: Analyse and explain the development of the external economic and political policies of the European Union and assess their impact on the rest of the world;

8.6: Critically assess the EU's success in achieving its policy goals and engage in the theoretical discourse on such issues as normative power, the capabilities/expectations gap, identity, and fortress Europe;

8.7: Effectively present well-informed arguments both orally and in writing on the theoretical and empirical issues raised by the analysis of the inter-relationship between Europe and the world.

These specific learning outcomes contribute to achieving the general aims of our undergraduate programmes, which aim to:

* ensure that students acquire knowledge and understanding of theories and analysis in a supportive and responsive learning environment

* develop students' capacities to think critically about political events, ideas and institutions

* provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate

* assist students to develop cognitive and transferable skills relevant to their vocational and personal development

Method of Assessment

Seminar Participation 15%

Essay, 3,000 words 35%

Exam, 2 hours, 50%

Reassessment Instrument: 100% coursework

Preliminary Reading

Amin, A. and Thrift, N.: Globalization, Institutions and Regional Development in Europe (1994)

Axtmann, R.: Globalization and Europe: Theoretical and Empirical Investigations (1998)

Bertherton, C. and Vogler, J.: The European Union as a Global Actor (1999).

Coleman, W. and Underhill, G.: Regionalism and Global Economic Integration (1998)

Dent, C.: The European Economy: The Global Context (1997).

Held, D. et al. : Global Transformations: Politics, Economics and Culture (1999).

Manners, I.: Europe and the World: between Integration and Globalisation (2003).

Pre-requisites

POLI6110 (PO611) The Politics of the European Union

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module focuses on the external dimension of European politics, exploring the inter-relationship between Europe and the rest of the world. Key issues that will be addressed will be the impact of global developments and issues on Europe, the international significance of European integration and the role of Europe in the new world order. 'Europe' will be disaggregated by examining the foreign policies of some of the major European states as well as the development of the European Union as a global actor. It will compare and contrast the response of European states to global challenges and assess the extent of the 'Europeanisation' of the foreign policies of EU member states. The growing role of the EU in international affairs will be examined through a number of case-studies related to specific states/regions or policy areas. Throughout the course the analysis will be informed by reference to appropriate concepts and theories from political science and international relations with particular reference to those related to the debates surrounding the issues of globalisation and integration.

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PO579 Post Communist Russia						
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

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1: Contextualise Russia's post-Communist transition in the broader pattern of post-Cold War comparative politics
- 2: Understand the problems facing the development of democracy in Russia
- 3: Have a detailed understanding of the main institutions, political processes and policies (including economic, foreign, security and defence policy)
- 4: Identify the major political forces in contemporary Russia
- 5: Evaluate the strengths and weaknesses of post-Communist Russian leadership
- 6: Be familiar with the works of the major writers about post-Communist Russia
- 7: Use appropriate political science concepts and theories in your analysis

Method of Assessment

- * Assignment, 1500 words, 15%
- * Essay, 3000 words, 35%
- * Exam, 2 hours, 50%

Reassessment Instrument: 100% coursework

Preliminary Reading

- * Gel'man, Vladimir, *Authoritarian Russia: Analyzing Post-Soviet Regime Changes* (Pittsburgh, University of Pittsburgh Press, 2015).
- * Gill, Graeme, *Building an Authoritarian Polity. Russia in Post-Soviet Times* (Cambridge, Cambridge University Press, 2015).
- * Monaghan, Andrew, *The New Politics of Russia: Interpreting Change* (Manchester, Manchester University Press, 2016).
- * Sakwa, Richard, *Russian Politics and Society*, 4th edn (London, Routledge, 2008).
- * Sakwa, Richard, *Putin Redux: Power and Contradictions in Contemporary Russia* (London: Routledge, 2014).
- * Wegren, Stephen (ed.), *Putin's Russia: Past Imperfect, Future Uncertain*, 6th edn (Boulder, CO, Rowman & Littlefield, 2015) (ebook available as well).
- * White, Stephen, Richard Sakwa and Henry E. Hale (eds), *Developments in Russian Politics 8*, (Basingstoke, Palgrave, 2014).

Synopsis >

We examine the main challenges facing post-communist Russia and in particular assess the development of democracy. We discuss the main institutions and political processes: the presidency, parliament, federalism, elections, party development and foreign policy, as well as discuss Yeltsin's, Putin's and Medvedev's leadership. We end with a broader evaluation of issues like the relationship of markets to democracy, civil society and its discontents, nationalism, political culture and democracy and Russia's place in the world.

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PO590 Specialist Dissertation (2 units)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	
1	Canterbury	Whole Year	H	30 (15)	70% Project, 30% Coursework	

Contact Hours

300 hours including: 20 hours lectures, 14 hours workshops, 8 hours student conference, 265 study hours

Learning Outcomes

On successful completion of the module, students will:

be familiar with the literature relevant to their research project;
be familiar with the theories, concepts and methods relevant to their research projects;
be able to examine and critically evaluate different theories and interpretations of political events, issues and solutions to political problems as required by their dissertation projects, and be able to support the evaluation with evidence and reasoning;
be able to conduct research independently by drawing on feedback from peers and academic supervisors, by exercising reflection and self-criticism, and by managing time and resources effectively;
be able to communicate the findings of their research effectively and fluently, both orally (in a conference setting) and in a substantial piece of writing (8,000-word dissertation);
be able to undertake analysis of complex areas of knowledge and make carefully constructed arguments and advocate solutions to practical and/or academic problems;
have independent learning ability required for further study or professional work.

Method of Assessment

100% coursework (specialist dissertation of 8000 words (70%), conference presentation (20%), dissertation outline (5%), 3 x progress reports (5%))

Preliminary Reading

Booth, WX, Colomb GG & Williams JM *The Craft of Research* (University of Chicago Press, 3rd edn 2008)

Restrictions

This module is only available to stage 3 students in the School of Politics and International Relations (single or joint Honours). Students must have an average of at least 60% in their stage 2 coursework to undertake this module.

Synopsis *

PO590 gives students an opportunity to write an 8,000-word dissertation on a topic of their choice, thus allowing them to become specialists in the subject area they find most interesting. A series of lectures and seminars will guide students through the research process from turning research interests into proper research questions, to choosing a method, to designing the research, and to conducting the research. Students will also have supervisors who will be able to advise them on how to make effective progress with their projects. PO590 gives interested final-year students an opportunity to creatively apply what they have learned in their programmes in order to produce a 'showpiece' of academic work, which can be used as a writing sample in support of applications for jobs or admission to graduate studies. The module also includes the PO590 Student Conference (normally held on the Friday of the Spring term reading week), where students present their projects and preliminary findings.

Students with a poor record of coursework submission and with an average of coursework grades of less than 60% across all their Stage 2 modules will not be allowed to attend PO590. If you register for this module but fail to meet these conditions – good record of coursework submission and an average of 60% or higher in Stage 2 coursework grades – you will be asked to change your registration and select alternative modules.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

PO597 Governance & Politics of Contemporary China						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

20.08.21

Learning Outcomes

On successfully completing the module students will be able to:

1. Understand the influence of revolutions on the evolution of China's political institutions;
2. Understand the predominant role of the Communist Party in ruling the country;
3. Analyse the pressing issues challenging the country in its path to development;
4. Understand China's importance as a political power and a rising economic power in the emerging post-Cold War global order;
5. Use the knowledge earned from the study of China to inform comparative political studies.

Method of Assessment

Main Assessment Methods:

- Seminar presentation (10%)
- Essay, 3000 words (50%)
- Exam, 2-hour (40%)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment: 100% coursework

Preliminary Reading

Tony Saich, *Governance and Politics of China*, 5th edition (Basingstoke: Palgrave Macmillan, 2018).

Synopsis *

This module aims to provide students with a critical introduction and review of China's political development from 1949 to today. Following a brief historical review of the evolution of the Chinese political system since 1949, this module is designed around two core blocks of study.

The first block looks at the principal political institutions. They include the Communist Party, the government (State Council), the legislature (National People's Congress) and the military (People's Liberation Army). The second block examines the socio-political issues and challenges the country is facing in its ongoing development. They range from political participation and state-society relations, the cost of economic growth to environment and public health, tensions with ethnic minorities, the issues of nationalism and the relationship with Taiwan and Hong Kong, irredentism and territorial disputes with neighbouring countries, and finally China's grand strategy of the Belt and Road Initiative.

A theme running through various lectures of this module is to ask why post-Mao China has performed better than many other authoritarian regimes in achieving both economic growth and political stability and acquiring international influence, despite the fact that China faces numerous mounting development challenges.

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PO611 Politics of the European Union						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 be familiar with and understand the main constitutional and governmental structures of today's European Union
- 8.2 analyse and critically assess the origins and effects of these structures, by using the conceptual and theoretical tools of comparative politics, international relations and relevant sources
- 8.3 appreciate and explain the changing nature of the political process in the European Union and the role played by political parties, interest groups, social movements and public opinion
- 8.4 assess the role and influence of states on the political process of the EU
- 8.5 interpret and critically evaluate the main issues in the contemporary political debate in the EU.

Method of Assessment

- * Multiple choice quiz 1, 10%
- * Multiple choice quiz 2, 10%
- * Essay, 2500 words, 30%
- * Exam, 2 hours, 50%

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% coursework

Preliminary Reading

- * Cini, M. and N. Perez-Solorzano Borraran. Eds. 2016. European Union Politics. Fifth Edition. Oxford University Press: Oxford.
- * Hix, S. and B Hoyland. 2018. The Political System of the European Union. Fourth Edition. Palgrave: Basingstoke.
- * Nugent, N. 2017. The Government and Politics of the European Union. Eighth Edition. Palgrave: Basingstoke.
- * Egan, M., N. Nugent and W.E. Paterson Eds. 2009. Research Agendas in EU Studies. Stalking the Elephant. Palgrave: Basingstoke.

Synopsis <span style =

The purpose of the module is to introduce students to the European Union, how it has evolved since its creation and how it works. In this module, students gain an understanding of the dynamic of European integration over time, analyse the functioning and roles of the EU's main institutional bodies as well as key political questions underpinning the decision-making structures of the EU. The module will address topics including: the history of European integration, the EU's institutions and decision-making processes, how EU decisions are implemented, interest group activity in the EU and how this affects

EU decision-making, public opinion on the EU, the EU's democratic deficit and the future of the European integration project.

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PO612 Policy-making in the EU						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 22
 Private study hours: 128
 Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1: analyse and explain the development of the main policies of the European Union and in so doing have gained a thorough understanding of these policies
- 2: critically assess the EU's success in achieving its policy goals
- 3: understand the process of policy-making in the EU, from policy formulation and negotiation through to implementation
- 4: appreciate the challenges facing the EU and its policy-making process including debates on the future of the EU, the Brexit process, enlargement and developments in global politics
- 5: engage critically with important political issues facing policy makers in the EU both at national and European levels and appreciate their consequences for future policy-making in the EU

Method of Assessment

- * Reflective report, 1000 words, 20%
- * Essay, 2500-3000 words, 30%
- * Exam, 2 hours, 50%

Reassessment Instrument: 100% coursework

Preliminary Reading

- * Cini, M. and N. Perez-Solorzano Borragan. Eds. 2016. European Union Politics. Fifth Edition. Oxford University Press: Oxford.
- * Hix, S. and B Hoyland. 2018. The Political System of the European Union. Fourth Edition. Palgrave: Basingstoke.
- * Wallace, H., M. Pollack and Young. Eds. 2015. Policy-Making in the European Union. Seventh Edition. Oxford University Press: Oxford.
- * Nugent, N. 2017. The Government and Politics of the European Union. Eighth Edition. Palgrave: Basingstoke.
- * Egan, M., N. Nugent and W.E. Paterson Eds. 2009. Research Agendas in EU Studies. Stalking the Elephant. Palgrave: Basingstoke.

Pre-requisites

POL16110 (PO611) Politics of the European Union

Synopsis *

Since 2009, the European Union (EU) has been grappling with a crisis in the Eurozone, a refugee crisis, terrorist attacks, the rise of challenger parties and heightened tension with Putin's Russia. This has led to increased questioning of the purpose and trajectory of European integration and policy-making. The Brexit decision by the UK electorate in June 2016 plunged the EU further into crisis, sending shockwaves throughout the world as for the very first time an EU member state chose exit over voice or loyalty. Membership of the EU is now clearly contingent and the reverberations of this decision will affect both the EU and the UK for many years to come. The focus of this module is on assessing the capacity of the EU as a system of public policy-making as it faces these myriad challenges. In so doing we endeavour to understand how the EU's system of governance works, how it is driven by both the politics and economics of its member states and the global system and how its policy-making capacity may evolve in the future. This module focuses on the EU's 'outputs' in terms of public policy in this context, with particular attention paid to the fields of market regulation, monetary union, environmental policy, agriculture policy, regional policy, justice and home affairs, foreign policy and trade policy. As well as analysing the effectiveness of EU policy-making in these policy areas, we also evaluate the impact of Brexit on their operation, how it is being managed by the UK and the EU27 and its implications for the future of the EU.

PO616 The Politics of Trust (in the USA)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

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PO617 Contemporary Politics and Government in the United States						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	50% Coursework, 50% Exam	

Availability

The module is open to all students on the School of Pol/IR undergraduate degrees

Contact Hours

Total contact hours: 44
Private study hours: 256
Total study hours: 300

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

1. Have a thorough knowledge of the structure of the US governmental system;
2. describe and account for the operation of the US's political institutions, including those 'intermediate' institutions (parties, media etc) that link citizens to their government;
3. Understand how the individual institutions interact and work together (or not, as the case may be);
4. Comprehend the relationship between government institutions and the US's cultural and societal attributes;
5. Understand how the governmental structure and political culture interact to produce certain policy outcomes;
6. Understand and be able to make predictions about the US's role and place in the world; and
7. identify and analyse some of the major political problems facing the US at the dawn of a new century.

Method of Assessment

Exam, 3 hours, 50%
Essay 1, 2500 words, 25%
Essay 2, 2500 words, 25%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment Instrument: 100% coursework

Preliminary Reading

* David McKay, *American Politics and Society*, 7th edition (Oxford: Wiley-Blackwell, 2009)

* Gillian Peele, Christopher J. Bailey, Bruce Cain and B. Guy Peters (eds.), *Developments in American Politics 6* (Basingstoke: Palgrave, 2010)

* Bert A. Rockman, Andrew Rudalevige and Colin Campbell (eds.), *The Obama Presidency: Appraisals and Prospects* (CQ Press, 2011)

* Andrew Wroe and Jon Herbert (eds.), *Assessing the George W. Bush Presidency: A Tale of Two Terms* (Edinburgh: Edinburgh University Press, 2009)

* Russell Duncan and Joseph Goddard, *Contemporary America*, 3rd edition (Palgrave Macmillan, 2009)

Synopsis *

PO617 offers a comprehensive introduction to the politics and national government of the United States. The course is divided into four inter-linked parts. In Part I students will be introduced to the 'foundations' of the US political system. Students will examine the history of the republic, its economy and society, the values and beliefs American people subscribe to, and the basic structure of the political system. Part I therefore provides essential knowledge upon which the rest of the course builds. In Part II students will examine those 'intermediate' institutions (interest groups, parties, elections and the media) that link people to their government. We will look at why Americans vote the way they do; at the role US parties play and their relevance to Americans' lives; at whether interest groups have usurped the role of parties; and at whether the media exacerbate cynicism about politicians and the wider political system. In Part III students focus on the three institutions of the federal government: the Congress, Presidency and Supreme Court. We will examine both the institution that is Congress and the individuals that are elected to it and ask whether they have compatible goals or not, and whether Congress has usurped some of the roles and power of the presidency. Similarly, we will examine the extent to which the Presidency is an institution in decline or resurgent in the new century. Finally, we will examine the political and legal role that the Supreme Court plays in the modern US political system. In the fourth and final part of the course, students focus on the policymaking process in the US. We will look at how and why policy is made, and examine the extent to which the policy solutions produced by the political system are optimal.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

PO618	East European Politics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

24.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1: Identify principal features of communist rule (inclusive of main institutions and political processes)
- 2: Understand the reasons for the fall of communist power in Eastern Europe
- 3: Describe, discuss and contrast patterns of change in the CEE/FSU using case-studies, and relate them to a broader paradigm of the 3rd wave of democratisation
- 4: Understand the main challenges of transitions for the CEE/FSU
- 5: Develop understanding of the nature of the newly emerged regimes, and relate them to a broader discussion of democracy, and the 4th wave transformations.
- 6: Describe and discuss the challenges and consequences of the EU enlargements, and the emergence of the new EU neighbourhood.
- 7: Identify challenges for building a wider Europe, and discuss future prospects for communism

Method of Assessment

Essay 1, 2500 words, 40%
Essay 2, 3500 words, 60%

Reassessment Instrument: 100% coursework

Preliminary Reading

Brown, A. (2004). *The Demise of Marxism-Leninism in Russia*. Palgrave
Dimitrov, M. (2013). *Why communism did not collapse: understanding authoritarian regime resilience in Asia and Europe*. New York: Cambridge University
Dutkiewicz, P. and R. Sakwa (2014). *Eurasian Integration: a view from within*. Routledge
Holmes, L. (1997). *Post-communism: an Introduction*. Oxford: Polity Press
Kenez, P. (2017). *A history of the Soviet Union: From the beginning to the end*. Third edition. Cambridge: Cambridge University Press
Sakwa, R. (1999). *Postcommunism*. Buckingham: Open University Press
White, S. (ed.) (1990). *Communist and Postcommunist Political Systems: an Introduction*. Basingstoke: Macmillan. 3rd edition
White, S. (2001) *Communism and its Collapse*. London: Routledge

Synopsis *

The module examines the politics of transition and change in the post-communist states in their effort to establish new democratic regimes and find their place in the world. The module consists of three main parts.

Part I focuses on the experience and nature of communist rule, to develop basic understanding of communism as an ideal, political system, and a life style.

Part II looks at transitions, examining regional patterns of change and relating them to the 3rd and 4th waves (coloured revolutions) of democratisation globally.

Part III discusses the issues of post-communist politics in Europe, by way of exploring the forms and quality of democracy in the new states, considering the effect of EU enlargements on the new Member States and the EU neighbours; and discussing the future of communism in the world.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

PO623		Modern Political Thought				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1: knowledge of key developments in the history of modern Western political thought
- 2: identify the main thinkers representing these developments
- 3: summarise the political ideas of these thinkers
- 4: situate these developments within the relevant historical context
- 5: evaluate the ethical meaning and implications of these developments
- 6: assess the intellectual legacy of the thinkers discussed in this module.

Method of Assessment

Essay 1, 2000 words, 50%
Essay 2, 2000 words, 50%

Reassessment Instrument: 100% coursework

Preliminary Reading

* Boucher, David and Paul Kelly (eds), *Political Thinkers: From Socrates to Foucault*, 2nd Edition OUP, 2009.

* Machiavelli, Niccolo, *The Prince and Other Writings*, London: Dent, 1981.

* McLellan, David (ed), *Karl Marx: Selected Writings*, 2nd ed., Oxford: OUP, 2000.

* Rousseau, Jean-Jacques, *The Social Contract and Other Later Political Writings*, Cambridge: CUP, 2009.

Synopsis *

This module provides an introduction to some of the major developments in Western political thought from the seventeenth century onwards by discussing the life, work and impact of key figures such as Nicolo Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, JS Mill, and Karl Marx. While these thinkers will be studied mostly in terms of their respective self-understanding, the overall concern of these studies is to examine the problems which 'modernity' poses for political theory in Western societies.

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PO626		Work Placement				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	I	120 (60)	Pass/Fail Only	

Availability

Students must contact the module convenor, Dr Ben Seyd, to discuss their interest in the module before registering. Available only to BA programmes owned by Politics and International Relations with the intercalated Placement Year bolt on

Contact Hours

Contact Hours: 20 hours
Placement Work and Private Study: 1180 hours

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

1. familiarise themselves with the workings of a professional organisation in a field related to Politics and International Relations or other closely related social science
2. perform effectively in a professional environment
3. perform effectively in a different cultural and, where relevant, linguistic environment
4. apply academic knowledge of Politics and International Relations and related generic skills to day-to-day work for a professional organisation
5. apply the concepts and theories learned in the first and second years to the work placement

Method of Assessment

Manager Appraisal (pass/fail)
Report, 5,000 words (pass/fail)
Student must pass both components in order to pass the module overall.

Reassessment instrument: Reassessment is not possible for the placement year. Students who fail this module will be transferred to their original BA programme and will not achieve a degree with a placement year.

Synopsis *

The aim of the module is to provide students with the opportunity to spend their Year Abroad working in a professional environment, applying and enhancing the knowledge and skills they have acquired in Stages 1 and 2 of their programme. The work they do is entirely under the direction of their line manager, but support is provided via the Module convenor. This support includes ensuring that the work they are being expected to do is such that they can meet the learning outcomes of the module.

It will be the student's responsibility to source and apply for the work placement, but assistance will be provided both by the School and the University's Careers and Employability Service. These opportunities should be in an organisation whose aims and activities are broadly related to politics and international relations.

In order to be awarded 120 credits the work placement must consist of at least 30 weeks of full-time work. The work placement must be approved by the Programme Director prior to its commencement and students are advised to liaise closely with her/him and other relevant staff in good time.

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PO629 Terrorism and Political Violence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Department Checked

18.03.21

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1: understand the epistemological difficulties involved in the use of the word "terrorism" and definitional problems posed by the concept of terrorism
- 2: be familiar with different theories which attempt to identify the causes of terrorism and political violence
- 3: understand the historical background of the modern phenomenon of terrorism, by tracing the development of terrorist tactics from the antiquity to the present
- 4: understand the emergence of terrorism and political violence in different parts of the world, including the United Kingdom
- 5: understand the main features of Islamic radicalism and its relationship to terrorism and political violence
- 6: understand the logic of counter-terrorism and its impact of democracy and human rights
- 7: understand various methodological problems involved in the study of terrorism and political violence

Method of Assessment

Essay, 3000 words, 50%
Exam, 2 hours, 50%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment methods: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Bennis, Phyllis, *Before and After: U.S. Foreign Policy and the War on Terrorism* (Moreton-in-Marsh, Gloucs: Arris, 2003)

Martin, Gus, *Understanding Terrorism, Challenges, Perspectives and Issues* (Sage Publications, Second Edition, 2006)

Martin, Gus, *The New Age of Terrorism* (Sage Publications, 2004)

Primoratz, Igor ed. *Terrorism: The Philosophical Issues* (London: Palgrave, 2004)

Sinclair, Andrew, *An Anatomy of Terror: A History of Terrorism* (London: Macmillan, 2003)

Weinberg, Leonard and Pedahzur, Ami, *Religious Fundamentalism and Political Extremism* (London: Frank Cass, 2004)

Weiss, Thomas G., Crahan, Margaret and Goering, John (eds.) *The Wars on Terrorism and Iraq: Human Rights, Unilateralism and U.S. Foreign Policy* (London: Routledge, 2004)

Weinberg, Leonard and Davis, Paul, *Introduction to Political Terrorism* (New York: McGraw, 1989)

Pre-requisites

None

Synopsis *

This module introduces students into the study of terrorism and political violence, and thereafter deepens their knowledge of the controversial aspects of this subject. The initial lectures will deal with definitional problems involved in the concept of "terrorism" and various theories about the causes of political violence in its different forms. With a point of departure in a chronological review tracing the origins of the phenomenon long back in history, the module will later study the emergence of political terrorism during the second half of the 19th century. This will be followed by a study of state and dissident terrorism in different parts of the world. The module will also address the relationship between religious radicalism and different forms of political violence, including "new terrorism" and possible use of weapons of mass destruction. Then, the focus of attention will be shifted to implications of various counter-terrorism strategies and "The War on Terrorism" for democracy and human rights. These issues will be addressed with a special focus on methodological problems involved in the study of terrorism and political violence.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

PO630 Politics of The Middle East						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 24
Private study hours: 126
Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1: be familiar with different aspects of the Middle Eastern conflict and the region as a whole.
- 2: understand the difficulties related to objectivity and the problem of bias in the study of the Middle East
- 3: understand the historical background of the making of the modern Middle East and the roles that the imperial legacy and the Cold War has played in this
- 4: understand the different aspects of the Palestinian conflict and the role that this conflict plays in shaping the modern Middle East
- 5: understand the rise and fall of Arab nationalism and the emergence of Islamic radicalism
- 6: be familiar with methodological problems involved in conducting area studies
- 7: understand the Western academic approaches to the Middle Eastern societies with a special focus on the question of "Orientalism"

Method of Assessment

Essay, 3000 words, 50%
Exam, 2 hours, 50%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment Instrument: 100% coursework

Preliminary Reading

Cleveland, William L. A History of the Modern Middle East. Boulder: Westview Press, editions from 2004 onwards.
Fawcett, Louise (ed.), International Relations of the Middle East (Oxford: Oxford University Press, editions from 2009 onwards)
Goldschmidt, Arthur and Davidson, Lawrence, A Concise History of the Middle East (Boulder: Westview Press, editions from 2006 onwards)
Fromkin, D. A Peace to End All Peace – the fall of the Ottoman Empire and the Creation of the Modern Middle East (New York: H. Holt and Co, 2009)
Hitti, P. K., History of the Arabs (Basingstoke: Macmillan Education Ltd, 1970)
Hourani, A., (et al.) (ed.) The Modern Middle East (New York: I.B. Tauris, editions from 2004 onwards)
Kedourie, E., Politics in the Middle East (Oxford: Oxford University Press, 1992)
Mansfield, P., The Arabs (Harmondsworth: Penguin Books, 3rd edition, 1992)
Said, E. W., Orientalism (Routledge & Kegan Press, 1978)

Synopsis *

This module introduces students into the study of the Middle East as a region and an arena of international conflict. Against the background of a historical review of the developments in the 20th century, the module will focus on the colonial past of the region, the imperial legacy, the emergence of the Arab-Israeli conflict, the origins of the Palestinian-Israeli conflict and the impact of sub-state loyalties – i.e. factors which have shaped the Middle East as a region and as a security complex. In this context, the students will explore the ideological developments in the region, most important among them, the rise and fall of Arab nationalism, the emergence of Islamic radicalism and the consolidation of the Israeli right. Adopting an international relations perspective, the module will also cover the impact of outside state actors, such as USA, Russia and EU on the Middle East as a whole and on the relationships among those states that compose this region. Finally, the students will study the debate about "Orientalism" and the problematic aspects of the Western academic study of the Middle East and the Islamic world. These issues will be addressed with a special focus on the problem of bias involved in the academic study of the Middle East.

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PO634 Understanding US Foreign Policy: Power, Tradition and Transformation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

PO638 Political Behaviour in Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

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

- * Understand the role that behavioural approaches can play in describing, analysing and understanding political outcomes, along with an appreciation of the main debates over the role of behavioural approaches to political analysis.
- * Apply core theories and models of political behaviour to some of the key political issues in contemporary Britain.
- * Use primary and secondary evidence to evaluate the effectiveness of these models in explaining patterns of political behaviour among citizens and groups.
- * Understand the main causes of various forms of political behaviour among individuals and groups.
- * Analyse the role that external agencies (notably the media) play in shaping patterns of individual and group behaviour.

Method of Assessment

Essay 1 (3000 words)
Essay 2 (3000 words)

Reassessment: 100% coursework

Preliminary Reading

Harold Clarke et al, Political Choice in Britain, Oxford University Press (2004)
Russell Dalton, Citizen Politics, 5th edition, CQ Press (2008)
Geraint Parry, George Moyser and Neil Day, Political Participation and Democracy in Britain, Cambridge University Press (1992)
Charles Pattie, Patrick Seyd and Paul Whiteley, Citizenship in Britain, Cambridge University Press (2004)

Pre-requisites

None, although students will be advised of the desirability of having undertaken a prior quantitative analysis module.

Restrictions

This module is limited to 60 students and preference may be given to Liberal Arts and Politics and IR students.

Synopsis *

The module examines the nature of political behaviour in Britain today. It focuses on two key issues. The first is the way that citizens participate in politics. The module explores the nature of political participation, and how this has changed in the last few decades. It also examines the characteristics of people who participate, and the factors that motivate individuals to engage in different forms of political participation. The second key issue examined is voting behaviour. The module considers how far electoral decisions are shaped by stable 'sociological' factors, and how far voters today are less closely aligned with parties and more open to the influence of particular policy messages, personalities and media coverage. Alongside this focus on the behaviour of citizens, the module also considers the activities of key intermediary organisations, such as legislators. Throughout, the module seeks to develop students' understanding and analytical skills, by considering theories and models of political behaviour along with the way data and other evidence can be brought to bear in testing the validity of these models.

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PO645		Market States and Post Democracy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

150 hours including 22 hours of lectures and seminars and 128 study hours

Learning Outcomes

Analyse the relations between the state and the market since 1848.
Learn and apply different theories of capitalism and democracy.
Understand how market-states and post-democratic regimes emerge and evolve.
Evaluate reforms or transformations of capitalism and democracy.
Explore different strategies of resistance to post-democratic market-states.
Be familiar with alternatives to capitalism and democracy.

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Giovanni Arrighi, *The Long Twentieth Century. Money, Power, and the Origins of our Times* (London: Verso, 1994)
Colin Crouch, *Post-Democracy* (Cambridge: Polity Press, 2004)
Richard Robison (ed.), *The Neo-liberal Revolution: forging the market state* (Basingstoke: Palgrave Macmillan, 2006)
Karl Polanyi, *The Great Transformation. The Political and Economic Origins of our Time* (Boston: Beacon Press, 2000)
Sheldon S. Wolin, *Democracy Incorporated: Managed Democracy and the Specter of Inverted Totalitarianism* (Princeton, NJ: Princeton University Press, 2008)

Restrictions

Stage 3 only.

Synopsis *

This module is situated at the interface of political theory and political economy. It seeks to explore the complex and multi-faceted links between democracy and capitalism in the period from 1848 to the present day. The particular focus is on relations between the state and the market as well as the evolution of different democratic regimes and market economies. Similar emphasis will be on conceptual issues and empirical evidence (though no statistical or econometric skills will be required).

The first part of the module examines the formation of 'market-states', beginning with a critical discussion of this concept. This will be the starting point for a wider engagement with Smithian, Marxist, Keynesian and neo-liberal accounts. The focus will be on those who theorise the conditions for the convergence of state and market. The second part turns to the evolution of democracy in relation to capitalism. A brief survey of the recent post-democracy literature will be followed by a discussion of key concepts. Examples include the conception of capitalism and democracy as "quasi-religions" (Walter Benjamin) and various arguments that formal democratic representation and abstract capitalist exchange engender a "society of spectacle".

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PO646 Presidents, Parliaments and Democracy						
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

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1: Demonstrate a good knowledge of the theories and literature addressing consequences different executive formats and variation within these formats for democratic government.
- 2: Demonstrate the ability to critically evaluate the strengths and weakness of these theories with reference both to their theoretical coherence and empirical evidence.
- 3: draw upon a range of case specific and comparative evidence to support their arguments.
- 4: Be familiar with key problems in the empirical study of the effects of constitutional design.
- 5: identify different ways of conceptualizing and measuring different aspects of democratic performance and be able to consider the implications of these measures for our knowledge of the consequences of constitutional design.

Method of Assessment

- * Essay 1, 1500 words, 25%
- * Essay 2, 1500 words, 25%
- * Exam, 2 hours, 50%

Reassessment Instrument: 100% coursework

Preliminary Reading

- * Cheibub, José Antônio. 2007. *Presidentialism, parliamentarism, and democracy*. Cambridge University Press.
- * Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. 2008. *Principles of Comparative Politics*. CQ Press.
- * Strom, Kaare. 2003. *Delegation and accountability in parliamentary democracies*. Oxford; New York: Oxford University Press.
- * Tsebelis, George. 2002. *Veto players : how political institutions work*. Princeton N.J.: Princeton University Press.

Synopsis <span style =

This module introduces students to central debates about the influence of different executive formats on democratic government. The course examines the differences between and within presidential, parliamentary and semi-presidential constitutions and examines their consequences for the quality of democracy and for policy outcomes. The course initially focuses on identifying the key institutions and processes that shape the behaviour and strategies of politicians in the executive, before moving on to consider the consequences of these for governance, policy-making and democratic stability. Throughout the central focus is on understanding the extent and the ways that formal political institutions may shape how politicians respond to citizen preferences, bargain with each other to resolve political conflict and choose policies. Student will be exposed to different ways of thinking about the impact of political institutions on politics, different ways of conceptualizing and measuring democratic performance and encouraged to think about how a broad range of other factors may interact with constitutional formats to shape outcomes. The approach used will be broadly comparative and will use case-specific and cross-national evidence from both developed and less developed democracies in all regions of the world.

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PO653 Marxism: Politics and International Relations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
2	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 44
Private study hours: 106
Total study hours: 150

Learning Outcomes

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

- Understand the main ideas of Karl Marx, Fredrick Engels and later Marxists in relation to politics and international relations.
- Demonstrate first-hand knowledge of some of the principal writings of Marx, Engels and some later Marxists.
- Demonstrate familiarity with major Marxist debates and theories.
- Understand the political context within which key Marxist theories and debates emerged.
- Understand some of the major criticisms of Marxism.
- Deploy Marxism as an explanatory theory and understand its political implications.

Method of Assessment

60% coursework (3000 word essay (40%), seminar participation (20%), 40% exam (2hr)

Preliminary Reading

MARX, Karl. *Capital: A critique of capitalist production*. Volume I. (London: Penguin).
MCCLELLAN, David (ed.) *Karl Marx: Selected Writings* 2nd ed. (Oxford: Oxford University Press, multiple printings since 2000)

Aron, Raymond. *The Opium of the Intellectuals* (1957)

Böhm-Bawerk, Eugen von. *Karl Marx and the Close of His System: A Criticism*, 1949 [orig. 1896]

Bookchin, Murray. 'Listen, Marxist!' (1969) Available: <http://www.marxists.org/archive/bookchin/1969/listen-marxist.htm>

Castoriadis, Cornelius. 'The Fate of Marxism' (1966) Available:

<http://www.marxists.org/archive/castoriadis/1966/marxism.htm>

Conway, David. *A Farewell to Marx: An Outline and Appraisal of his Theories* (1987)

Cunliffe, Philip. *Lenin Lives! Reimagining the Russian Revolution* (2017)

Giddens, Anthony. *A Contemporary Critique Of Historical Materialism* (1981)

Koestler, Arthur et al. (eds), *The God That Failed: Six Studies in Communism* (1950)

Masaryk, Thomas & E.V. Kochak (ed.). *Masaryk on Marx* (1972)

Parkin, Frank. *Marxism and Class Theory: A Bourgeois Critique* (1979)

Popper, Karl. *The Poverty of Historicism* (2002; orig. edn. 1960)

Popper, Karl. *The Open Society and Its Enemies*, esp. vol ii (1962)

Rostow, Walt. *The Stages of Economic Growth: A Non-Communist Manifesto*, 1971

Young, Robert. *White Mythologies: Writing History and the West* (2004)

Restrictions

Stage 3 only. This module has a limit of 40 students and preference may be given to Politics and International Relations students (single and joint Honours).

Synopsis *

The module is aimed to introduce students to Marxist theory and to enable them to assess both the contemporary and historical significance of Marxism in world politics. Students are expected to read some of the key texts of Karl Marx and Fredrick Engels and to consider varied interpretations and critiques of Marxist methods, writings and theories. Students are also expected to consider the political contexts in which these theories and debates emerged and their implications for political practice. Students are not expected to demonstrate any detailed knowledge of the history of Marxist-inspired governments, regimes or political movements.

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PO654		Politics of Deeply Divided Societies				
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

150 hours including 11 hours of lectures; 11 hours of seminars; 128 hours independent study.

Learning Outcomes

Comprehend history and contemporary problems facing deeply divided societies.

Develop expertise on the main methods and theoretical approaches to mediation and conflict resolution.

Learn how to understand and evaluate opposing views and frameworks in the study of deeply divided societies.

Learn basic negotiation skills and participate in group simulations aiming to discuss and resolve problems in deeply divided societies.

Examine and evaluate principal institutional responses to protracted conflicts and apply those to deeply divided societies.

Method of Assessment

50% coursework: 50% exam

Preliminary Reading

Horowitz, Donald. *Ethnic Groups in Conflict*. Berkeley: University of California Press, 1985

McGarry, John and Brendan O'Leary. *The Politics of Ethnic Conflict Regulation*. London: Routledge, 1993

Kymlicka, Will (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*, (Oxford: Clarendon Press). read chapters 1,2,6 pages (1-33 and 108-130)

Arend Lijphart, 1969. "Consociational Democracy," *World Politics*, Vol.21 (2): 207-225

Fisher, Roger and William Ury, *Getting to Yes: Negotiating Agreement Without Giving In*, Penguin, 1983

Radha Kumar, "The Troubled History of Partition," *Foreign Affairs* 76, 1 (January/February 1997): 22-34

Synopsis

This module explores the linkages between mediation theory and the practice of conflict resolution in deeply divided societies. Topics include the theory and practice of negotiations, conflict escalation and peace mediations while specific emphasis will be given to the role of regional or international institutions in early conflict prevention. The module applies negotiation theory in the study of state disintegration, demographic and environmental conflict, property rights, federal management and transitional justice. The course engages with the core literature in negotiation theory and exposes students to a number of simulations aiming to improve negotiation skills (identifying best alternatives, revealing or not preferences, identifying win-win arrangements, defeating spoilers and exercising veto rights). Because of the practical skills taught in the module and the interactive nature of in-class simulations, students are expected to attend lectures and tutorials. Finally, the course examines the role of citizens and community organizations in peace mediations focusing on a number of selected case studies from deeply divided societies specifically Israel/Palestine, the former Yugoslavia, South Africa, Greece/Turkey (including Cyprus & the Kurdish issue), Rwanda and Northern Ireland.

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PO655 Public Opinion and Polling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 22
 Private study hours: 128
 Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1: Understand the nature and meanings of public opinion.
- 2: Understand the ways that public attitudes are formed; in particular, the ways that attitudes are shaped by external contexts and actors.
- 3: Identify and understand the ways in which public opinion is measured, and be familiar with some of the problems and difficulties involved in using surveys to measure public opinion.
- 4: Identify some of the key features of well designed surveys.
- 5: Identify and understand the main debates over the appropriate role of public opinion in modern democracies.

Method of Assessment

- * Essay, 3500 words, 60%
- * Survey specification, 40%

Reassessment instrument: 100% coursework

Preliminary Reading

- Floyd Fowler, Survey Research Methods, Sage (2013)
- Carroll Glynn et al, Public Opinion, Westview Press (2016)
- Vincent Price, Public Opinion, Sage (1992)
- Roger Tourangeau et al, The Psychology of Survey Response, Cambridge (2000)
- John Zaller, The Nature and Origins of Mass Opinion, Cambridge (1992)

Pre-requisites

POL16570 (PO657) or equivalent data analysis module. Due to the complex nature of some of the sources on which the module will draw, and in the interests of progression, entry onto the module will be restricted to Stage 3 students.

Restrictions

Synopsis *

Democracy rests on the will of citizens. But how can we identify this 'will'? Elections are one method; but more regular expressions of citizen views are possible via opinion polls. Indeed, a range of public and private bodies routinely use polls to identify popular attitudes. But what are the 'opinions' supposedly revealed by these polls, how do surveys go about identifying opinions and how valid are their results?

This module introduces students to the theory and practice of public opinion and its measurement. The module focuses on two main questions. First, what is public opinion? How far do people's attitudes pre-exist and how far are they instead 'shaped' by the way questions are asked? Are attitudes informed and considered, or are they largely knee-jerk responses based on little information? If, in fact, citizens know little about politics, are there ways in which they can, nonetheless, form meaningful views on important public issues? The answers to these questions are central to the task of assessing the proper role of public opinion in modern democracies. The second question asks how public opinion is measured. What are the main features of social surveys, and how well do they measure public attitudes? This section of the module pays particular attention to the ways that different types of survey can affect the responses that people give, and to the principles and practices of effective survey design.

PO656 Humans at War						
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

An optional module for all politics and international relations students. Available as an elective module to the wider university.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

05.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

1. understand the key approaches to agency in social and political theory
2. identify the various actors involved in warfare and peace-making
3. understand the social, political and experiential aspects of the various types of actors involved in war
4. critically engage with conflict studies and International Relations, and challenge the underlying assumptions of the field
5. identify cognate disciplines studying actors in war including sociology, anthropology and ethnography of war
6. analyse testimonies of war (written, oral, video, photographic)
7. engage with experiential knowledge and link it to theoretical approaches to conflict
8. formulate questions in face to face contact with interviewees
9. understand the ethical issues linked to interviews with actors involved in war

The intended generic learning outcomes. On successfully completing the module students will be able to:

1. communicate effectively in writing and speech
2. use information technology (particularly audio visual and internet-based technology) for the retrieval of information
3. choose a topic of interest and relevant to the course for the second assignment and work independently to complete it
4. express their ideas in a group setting, listen to others and respond constructively to opposing points of view

Method of Assessment

Essay 1, 2500 words, 50%
Essay 2, 2500 words, 50%

Reassessment methods: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Bourdieu, Pierre (ed.) (1999) *The Weight of the World: Social Suffering in Contemporary Society*. Cambridge: Polity.

Campbell, David. (2003) "Representing Contemporary War," *Ethics and International Affairs*. 17(2): 99-108.

Collart, Claude and Venter, Sahm (eds). (2004) *Something to Write Home About: Reflections from the Heart of History*. Bellevue: Jacana.

Dallaire, Romeo. (2005). *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. London: Carroll & Graf.

Levi, Primo. (1996) *If This is a Man; The Truce*. London: Abacus.

Nordstrom, Carolyn. (1999) "Wars and Invisible Girls, Shadow Industries, and the Politics of Not-Knowing," *International Feminist Journal of Politics*. 1(1): 14-33.

Nordstrom, C. and A. Robben (eds). (1995) *Fieldwork Under Fire: Contemporary Studies of Violence and Survival*. Berkeley, CA: University of California Press.

Pre-requisites

None

Restrictions

This module is not available to short term/exchange students.

Stage 3 Only. Preference will be given to Politics and International Relations students (single and joint Honours).

The weekly lecture/seminar sessions WILL NOT be recorded on lecture capture due to the sensitive nature of the material covered. Talks by guest speakers will also not be recorded. Any student with an ILP should contact the module convenor at the start of the module to discuss arrangements for recordings if included in their ILP.

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Synopsis *

This module aims to investigate the different roles and experiences of human beings at and in war. Following an introduction to approaches to agency in social and political theory, the course will examine the roles of combatants (both state and non-state), civilians (men, women and children), and third parties (peacekeepers, humanitarian workers, journalists, and academics). Engaging with the fluidity of each category (a human being can be a woman and a combatant at the same time and all categories are interlinked by a complex web of social, economic, and political relations), the categories will first be analyzed as a social group (examining questions such as age brackets, income brackets, education, life expectancy), then investigated in terms of their political functions and roles. Finally, the experiences of each category will be examined through testimonies (using written, audio and video material and guest speakers) in an attempt to access some degree of experiential knowledge of war and peace. Due to the sensitive nature of the material examined, the module will not be using lecture capture.

PO657 Political Research and Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

150 hours including: Lectures (11 contact hours) and Seminars/PC Laboratory Sessions (11 contact hours); 128 study hours.

Learning Outcomes

On successful completion of this module students will:

- Understand the importance of quantitative research methods for the cumulative growth of knowledge in the political and social sciences;
- be able to understand the basic logic of the empirical research process,
- be familiar with key methodological and statistical concepts relevant to quantitative data analysis,
- have improved their ability to critically evaluate arguments supported by quantitative work,
- be able to select and evaluate statistical tests appropriate to explore substantive research questions in the fields of politics and international relations,
- have developed a basic ability to enter, code, manipulate, and examine data sets with SPSS for Windows, and
- formulate and test simple hypotheses using bivariate and multivariate designs.

Method of Assessment

100% coursework (7 weekly assignments related to both the lecture content and exercises carried out in the PC lab sessions (60%), End of term project (students are given a data set and asked to perform a series of statistical analyses, presenting findings in an essay of no more than 2500 words (40%))

Pre-requisites

PO326 Introduction to Political Science, or equivalent.

Restrictions

Module not available to short term/exchange students.

Synopsis *

The study of social and political phenomena is a vast endeavour and this class will serve as an introduction to methods for social science research. This 15 credit intermediate-level module is normally taken in Stage II. It provides a basic, non-technical introduction to the use of quantitative methods in the political sciences for students from a variety of educational backgrounds (including those with very limited knowledge of mathematical terminology and notation). The progression of this course will address scientific research design and methodology and consider many examples of such research. In short, it seeks to enable students to read, interpret, and critically assess arguments drawing on quantitative methods in Politics and International Relations. Students with some prior exposure to quantitative methods will have the opportunity to improve their command of statistical software as well as apply their general statistical skills to data sets commonly found in policy and academic work.

The module is divided into two main components: In the first part, students will be introduced to both the logic of empirical research in the social sciences and to basic concepts and techniques of descriptive uni-, bi-, and multi-variate data analysis. The second part will focus on uni-, bi-, and multi-variate inferential statistics. ICT skills will be acquired/enhanced of students by the introduction to and use of statistical software (SPSS). The focus will be on student-centred learning and critical reflection of selected examples of quantitative work in seminars and group work.

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PO658	The Rise of China					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

BA in Politics and International Relations with a Year in the Asia-Pacific

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

05.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

1. Understand the influence of Western imperialism, China's quest for modernity and international recognition and status on the evolution of China's foreign relations and policy.
2. Understand China's importance as a rising economic and political power and analyse its role in the emerging post-Cold War global order.
3. Understand the challenges both China and the world face when they increase their mutual engagement with each other in the early 21st century.
4. Use the knowledge earned from the study of China to inform comparative political studies.

Method of Assessment

Essay 3000 words (60%)

Exam, 2 hours (40%)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment methods: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

June Grasso, Jay P. Corrin and Michael Kort, *Modernization and Revolution in China*, 5th edition (Abingdon and New York: Routledge, 2018).

Jonathan D. Spence, *The Search for Modern China*, 3rd edition (New York: W. W. Norton, 2013).

Pre-requisites

None

Synopsis *

A thread running through this module is a belief that to understand today's China we have to know how it has come to the present, as present-day China is a product of its deep imperial past and of its revolutions in the 20th century, the Republican, the Nationalist and the Communist. Before studying the 'rise' of contemporary China, we must therefore understand the decline collapse of imperial China from the mid-19th to the early 20th century. We can perceive the said rise of China as the process of regaining its rightful place in the Western-dominated international system and of mutual accommodation between China and the rest of the world.

The narrative of modern China starts from the late 16th century when China, ruled by the Ming dynasty (1368-1644), was the regional hegemon. The demise of the Sino-centric regional order began in the early 19th century. Since then, Chinese rulers, officials and intellectuals have repeatedly groped for ways to modernise their country to counter mounting pressures from the West. Seen in this perspective, this module will be primarily focused on how China adapted itself to the modernising West in order to be accepted as a full and respected member of the international society while preserving its own non-Western identity. With this, you should be able to understand towards the end of this module why China now values the respect for national sovereignty, territorial integrity and the right of all nations to freely choose their own paths to development. Also, for many students of International Relations, China's entry and integration into the international society since the 1970s has been strikingly non-violent. A secondary focus of this module will be on how China and other key members of the world have been mutually accommodating to each other and whether China's 'peaceful rise' can continue.

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PO659 Resistance, Suffering and Leadership						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
3	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Not available 2016/17

Contact Hours

This module will be taught through pre-recorded online lectures and seminar teaching.

Learning Outcomes

Upon successful completion of the module, students will:

be familiar with the political biographies of Gandhi, Mandela and Aung San Suu Kyi
be familiar with the key political issues which dominated Gandhi's, Mandela's and Aung San Suu Kyi's lives,
be familiar with the processes of vocational clarification and the evolution of the self-understanding of Gandhi, Mandela and Aung San Suu Kyi as political actors,
be familiar with theories and principles of leadership, and be able to analyse and explain how they apply to concrete examples of political leadership,
be able to conduct a focused, comparative study of political biographies,
have a good understanding of 'political biography' as a method in political science and be able to critically evaluate the limits and potential insights of this method.

Method of Assessment

A1 Poster 20%, Essay 2500 words 40%, Exam (2hrs) 40%

Preliminary Reading

MK Gandhi, An Autobiography or the Story of My Experiments with Truth (Penguin, 1982)

N Mandela, Long Walk to Freedom (Little, Brown, 1994)

Aung San Suu Kyi, The Voice of Hope (Rider, 2008)

Synopsis

The module will begin with an introduction to biographical narrative as a method in political science and to 'leadership' as a concept. Following this introduction, the module will present three 'icons' of 20th/21st Century world politics in three blocks of three weeks each, leaving one week for a concluding and comparative discussion (and one reading week). Throughout the module, the three themes of the title – resistance, suffering (sacrifice) and leadership – will be highlighted and will serve as a focus as the module considers the lives of Gandhi, Mandela and Aung San Suu Kyi and their impact on world politics. Considering the lives of these iconic figures will allow us to discuss a number of important questions, e.g. how they, as individuals, made choices that led them to occupy such prominent roles, how they understood themselves and how that self-understanding evolved over time, how the historical context provided them with opportunities to exercise influence and mobilise mass movements, how resistance and suffering enhanced their leadership roles, and how they used the influence they gained. While political science often studies political reality from an aggregate point of view, incorporating large numbers of observations through quantitative analyses, PO659 endeavours to explore general patterns in political reality through the unique experiences of three individuals and their journey to political stardom. We will also be able to take a critical look at how Western culture and politics often appropriate prominent individuals as representatives of liberal values without paying attention to the complexities of the relevant local contexts, customs and traditions.

PO660 International Conflict and Cooperation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

This is a required module for the BA in War and Conflict, and is an optional module for all other programmes in the School of Politics and International Relations.

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

05.03.2021

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Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

1. Understand and critically assess various definitions of conflict
2. Present a basic understanding of various approaches to the analysis of international conflict
3. Appreciate the diverse range of methods used to study international conflict and conflict resolution, in particular the scientific approach.
4. Understand the diverse views on conflict resolution
5. Critically analyse the strengths and weaknesses of different conflict resolution approaches
6. Apply knowledge gained in the module to cases of international conflict

The intended generic learning outcomes. On successfully completing the module students will be able to:

1. Engage critically with political phenomena, including the vocabulary, concepts, theories and methods of political debate
2. Examine and evaluate different interpretations of political events and solutions to problems
3. Describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information
4. Develop reasoned arguments, supported by relevant information, and exercise critical thinking
5. Orally communicate ideas effectively and fluently
6. Communicate ideas effectively and fluently in writing
7. Use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation
8. Work independently, demonstrating initiative, self-organisation and time-management

Method of Assessment

Individual Essay, 2500 words OR Group Essay, 3000 words (50%)
Exam, 2 hours (50%)

Reassessment methods: 100% coursework

Preliminary Reading

Ramsbotham, O. H. Miall; & T. Woodhouse. (2016). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, Cambridge: Polity. (4th Edition).
Barash, D. and C. Webel. (2017). *Peace and Conflict Studies*, 4th ed., Thousand Oaks, Sage Publications.
Crocker, C. et al. (2007). *Leashing the Dogs of War*, Washington, D.C.: USIP Press.
Fisher, R., W.L. Ury, and B. Patton (1991). *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd Edition. New York: Penguin Books. (or any other edition).
Bercovitch, J. and R. Jackson (2009). *Conflict Resolution in the 21st century: Principles, Methods, and Approaches*. Ann Arbor: University of Michigan Press.

Pre-requisites

None

Synopsis *

The course provides an overview of the broad field of international conflict analysis and resolution. Students have the opportunity to explore the motivations driving different forms of conflict, including interpersonal, group and civil violence. Students will also be exposed to a range of theories and approaches used to understand violent conflict, and a number of different methods of conflict resolution (e.g. negotiation, mediation, peacekeeping operations, and transitional justice.) The approach is interdisciplinary and juxtaposes traditional approaches used to study conflict management with new scientific studies of conflict and cooperation.

PO661		Fact, Evidence, Knowledge and Power				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
3	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

Politics undergraduate courses (see subject requirements for availability)

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

12.03.21

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

1. Demonstrate knowledge of the purposes of descriptive and causal analysis in politics and international relations
2. Demonstrate knowledge of the main research designs used in politics and international relations and the ability to evaluate their strengths and weaknesses as they are employed to investigate substantive questions of interest
3. Demonstrate knowledge of some of the main ways that researchers collect and analyse data in politics and international relations
4. Demonstrate some of the skills in data collection and analysis used by researchers in politics and international relations

The intended generic learning outcomes. On successfully completing the module students will be able to:

1. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments and advocate solutions to problems
2. be reflective and self-critical in their work
3. communicate ideas effectively and fluently in writing
4. use the internet, bibliographic search engines and online resources, and effectively conduct research, drawing on both primary and secondary sources
5. engage in academic and professional communication with others
6. learn independently as required for further study or professional work

Method of Assessment

Moodle quizzes x3 (15%)
Project, 3000 words (85%)

Reassessment methods: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Van Evera, S. (1997). Guide to Methods for Students of Political Science. Cornell University Press.

King, G., Keohane, R. O., & Verba, S. (1994). Designing Social Inquiry: Scientific Inference in Qualitative Research. Princeton University Press.

Brady, H. E., & Collier, D. (Eds.). (2010). Rethinking Social Inquiry: Diverse Tools, Shared Standards. Rowman & Littlefield Publisher

Pre-requisites

Pre and/or Co-requisite: POLI6870 Political Research Analysis

Restrictions

Not available to short term students.

Synopsis >*

This course builds on students' knowledge of the approaches and methods used in the study of politics and international relations introduced in the first year of the degree program and the foundation in the analysis of quantitative data established in the second year. Students will be asked to consider the nature and purposes of descriptive and causal analysis in politics and international relations. Students will develop skills in choosing, using and evaluating the research designs, and techniques for the collection and analyses of data used by researchers in these fields. Emphasis in the course will be placed on a mixed methods approach to political analysis that enables student to integrate, analyse and evaluate both qualitative and quantitative data. In addition to developing a conceptual and theoretical understanding of different approaches to evidence gathering and analyses and how they can be combined, students will also have the opportunity to extend their skills in practical data analyses.

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PO664 Conflict Analysis and Northern Ireland: History, Politics & Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

An optional module for all politics and international relations students. Available as an elective module to the wider university.

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

05.04.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 1: demonstrate an in-depth knowledge of the historical development and recent political history of Northern Ireland;
- 2: understand the connections between events in Northern Ireland from 1921-2013 and wider theoretical principles behind conflict management and conflict transformation.
- 3: evaluate the central issues that underpinned community conflict in Northern Ireland and how British policy evolved in the region;
- 4: apply the empirical detail of the Northern Ireland case to wider conceptual debates relating to the roles of direct and indirect actors in conflict, the role of spoilers in emerging peace processes and the advantages and limits of consociational democracy in political settlements;
- 5: understand the linkages between politics, history and culture within a politically divided society;
- 6: appreciate and understand the complex patterns of sectarianism in Northern Ireland and how relationships between nationalists and unionists have been affected by the peace process over the last 20 years.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 1 critically examine, through written course work and oral participation, complex and contested ideas and beliefs and synthesise conflicting narratives and arguments.
- 2 demonstrate an ability to apply theoretical ideas to empirical cases.
- 3 be reflective and self-critical in their work
- 4 communicate their ideas effectively and fluently in written coursework and through verbal presentations
- 5 effectively utilise the various resources required on the module including print and AV sources as well as understanding how to reference secondary sources and use other forms of data such as NGO reports, newspapers and more polemical materials.
- 6 engage in academic and professional communication with others
- 7 have the independent learning ability required for further study or professional work

Method of Assessment

Essay, 3000 words, 50%
Exam, 2 hours, 50%

Reassessment methods: Reassessment instrument: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Cochrane, F. Northern Ireland: The Reluctant Peace, Yale University Press, 2013.

(This will be the core textbook of the course and several of the sessions will be based closely on this new material.)

Arthur, P. (1984) Government and politics of Northern Ireland. – (2nd Ed.) Longman.

Cox, M. Guelke, A & Stephen, F. (Eds.) (2005) A Farewell to Arms? Manchester University Press.

Darby, J. & Mac Ginty, R. (eds.) (2000) The Management of Peace Processes. Macmillan.

English, R. (2003) Armed Struggle Macmillan.

O'Leary, B & McGarry, J. (1996) The politics of Antagonism : understanding Northern Ireland – (2nd Ed.) London, Athlone Press.

Tonge, J. Northern Ireland: Conflict and Change. London, Prentice Hall. 1997.

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Pre-requisites

None

Synopsis *

This course will provide students with an in-depth knowledge of the recent political history of Northern Ireland. The course will be accessible to all students, whether they are new to the topic or not. The main objective of the course is to provide students with a greater understanding of one of the most complex regions within the United Kingdom. Students who take the course will learn about the central issues that underpinned community conflict, why sectarian conflict broke out in the region in the late 1960s, why it continued for so long, and what political dynamics led to the 'peace process' of the 1990s. In addition to looking at the conventional historical and political development of Northern Ireland, the course will also focus on wider aspects of the society such as representations in Irish poetry, music and sport, and the way in which these have mirrored political and cultural relationships within the region.

PO665 Advanced Topics in Politics and International Relation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

How to register your interest for PO665 (Advanced Topics)

You will not be able to register for modules PO665 through the online module registration process. Instead, you will need to register for an alternative module for that term, and then complete the registration of interest form stating which module/s you are interested in taking and which module you would drop if you are successful in gaining entry on to your chosen module. The form is available on the Politics and IR Student Guide on Moodle, under 'choosing your modules' in the Undergraduate Student Section.

You should return the completed form by e-mail to hssugandpgt@kent.ac.uk by the end of the module registration period i.e. 26 March 2021.

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Method of Assessment

100% coursework (Assignment (20%), 4000 word essay (80%))

Pre-requisites

In order to study this module, students must have obtained an average of 60% or more in their stage 2 coursework.

Restrictions

This module is only available to stage 3 students in the School of Politics and International Relations (single or joint Honours) who have obtained an average of 60% or more in their stage 2 coursework. This module is not available to short term/exchange students.

Students may only take one topic within this module.

How to register your interest PO665 (Advanced Topics)

You will not be able to register for PO665 through the online module registration process. Instead, you will need to register for an alternative module for that term, and then complete the registration of interest form stating which module/s you are interested in taking and which module you would drop if you are successful in gaining entry on to your chosen module.

The form can be found online at <https://www.kent.ac.uk/csao/your-studies/modules/subjectreq/index.html> under the Politics Subject Requirements header. You should return the completed form by e-mail to hssugandpgt@kent.ac.uk by the end of the module registration period i.e. 26 March 2021.

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Synopsis *

This module is designed to offer Stage 3 Politics and International Relations students an opportunity to study a topic in politics and international relations at an advanced level. Participation will be limited to students who have demonstrated strong writing and analytical skills in their Stage 2 coursework (with a minimum average of 60%) and the topics may vary from year to year depending on the research and teaching interests of academic staff. The module will build on the concepts, theories and methods that students have acquired in their previous studies, introducing them to more advanced readings and further developing their knowledge and understanding of the scholarship at the forefront of their discipline in a given issue area. Students will work very closely with academic staff and will benefit from their research expertise and individual feedback in a small group setting. The module will assist students in developing their critical and analytical skills and help them to understand the uncertainty, ambiguity and limits of knowledge concerning their advanced topic in politics and/or international relations.

FOR THE 2021/22 ACADEMIC YEAR

Please ignore the information above regarding convenors, the below details are correct for the 2021/22 academic year. Two topics will be offered in 2021/22, one in the Autumn term and one in the Spring term. Students may only take one topic within this module.

Topic title: The Politics of Climate Change, Convenor: Dr Frank Grundig - AUTUMN TERM

Climate change is one of the greatest challenges global society will face this century. To successfully address this challenge changes will require action at the individual level, the domestic politics level and the international level. This module will look at the politics of climate change by looking at individual attitudes and behaviour, national policies in a comparative perspective, climate change mobilisation / movements, and international institutions dealing with climate change. Since climate change cuts across many academic disciplines this module will also deal with reports that reference the science of climate change as well as economic models dealing with the costs of climate change.

Topic title: The Politics of Technology: Utopia or Dystopia? Convenor: Dr Ben Turner - SPRING TERM

Predictions regarding the consequences of technological developments are rife. We are told that artificial intelligence, automation and big data are poised to transform our lives in unimaginable ways. For some, these technologies promise greater freedom, higher productivity and better lives for all. For others, they exacerbate inequalities, undermine democracy, and grant greater powers of surveillance and control to both governments and private corporations. This module will introduce students to key transformations in the realm of technology and give them the opportunity to critically analyse the political consequences of these changes.

Students will gain an awareness of a range of understandings of technology from political theory and philosophy, including approaches from Marxism, Critical Theory, Feminism and Critical Race Theory, which they will apply to a range of issues in the study of politics. Some of these themes will be explicitly political, such as the relationship between technology, the state, inequality and democracy. Students will also study the impact of technology upon areas of our lives that appear to be distant from politics, but when considered in relationship to technology can be seen to be deeply political. These will include work, the household and the links between technology, gender and race.

Students will benefit from some prior knowledge of political theory in this module, however it is not strictly a 'theory' module and will introduce students to a range of theoretical concepts and case studies. The two-hour weekly seminar will involve the close reading of both theoretical and empirical texts and documents and will emphasise student led learning.

PO666 Religion and International Politics						
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	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24.02.21

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

On successfully completing the module students will be able to:

- 1: understand the key debates surrounding the question of religion in international politics, from the 'clash of civilisations' to the 'power of secular formations'
- 2: summarise and critically evaluate the dominant theoretical approaches to the study of religion in international politics
- 3: understand the role of religion and secularity in the processes of state formation, construction of security and production of political violence
- 4: assess the role that religion plays in contemporary practices of emancipation and resistance
- 5: identify key ethical and normative questions raised by religion in the public sphere
- 6: apply theoretical perspectives to case studies

Method of Assessment

- * Essay, 3000 words, 50%
- * Exam, 2 hours, 50%

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment instrument: 100% coursework

Preliminary Reading

- * Judith Butler, Jürgen Habermas, Charles Taylor, Cornel West, *The Power of Religion in the Public Sphere*, edited by Eduardo Mendieta and Jonathan VanAntwerpen, (New York, Columbia University Press, 2011)
- * William T. Cavanaugh, *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict* (Oxford: Oxford University Press, 2009)
- * Jeffrey Haynes, *An Introduction to International Relations and Religion* (Pearson, 2nd edition 2011)
- * Luca Mavelli, *Europe's Encounter with Islam: The Secular and the Postsecular* (Abingdon and New York: Routledge, 2012)
- * Luca Mavelli and Fabio Petito (eds.) *Towards a Postsecular International Politics: New Forms of Community, Identity, and Power* (New York: Palgrave Macmillan, 2014)
- * Elizabeth Shakman Hurd, *The Politics of Secularism in International Relations* (Princeton: Princeton University Press, 2008)
- * Jack Snyder (ed.), *Religion and International Relations Theory* (New York: Columbia University Press, 2011)
- * Scott Thomas, *The Global Resurgence of Religion and the Transformation of International Relations: The Struggle for the Soul of the Twenty-first Century* (New York: Palgrave Macmillan, 2005).
- * Wilson, Erin K. (2011) *After Secularism: Rethinking Religion in Global Politics* (New York: Palgrave)

Synopsis *

This module introduces students to the complex set of questions surrounding religion in international politics. The module begins by exploring contending political and sociological understandings of religion at the turn of the 20th century. It looks, in particular, at the constructed nature of the categories of the 'religious' and the 'secular', and at the limits of the secularization thesis, which anticipated the privatization, decline and ultimately disappearance of religion in modernity. The discussion then turns to the relation between religion and secularism in Europe – with a focus on the question of European identity, multiculturalism, the relation between Europe and Islam and the numerous controversies surrounding Islam in Europe – and in the United States – with a focus on the concept of civil religion and the role of religious rhetoric and thinking in US foreign policy, particularly in the so-called 'war on terror'. The module then explores the relation between religion and violence by looking at the role of the 16th and 17th wars of religion in the process of modern state formation and by asking whether there is a genuine connection between religion and violence. The concluding part of the module focuses on the emerging concept of the 'postsecular', its contending meanings, understandings and possible applications by focusing on the case of the 2011 Egyptian revolution.

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PO667 War and Peace in International Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 200

Department Checked

24.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1: understand the complex nature of international society.
- 2: summarise and critically assess the dominant theories of international society;
- 3: identify and evaluate the central features of international society;
- 4: understand continuity and change within international society;
- 5: apply theoretical perspectives to contemporary international society;
- 6: identify both practical and ethical problems of international society from a variety of theoretical positions.

Method of Assessment

Essay, 2500 words, 50%
Exam, 2 hours, 50%

Reassessment Instrument: 100% coursework

Preliminary Reading

Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, 4th Edition (Basingstoke: Palgrave Macmillan, 2012)
Martin Wight, *Power Politics* 2nd Edition, (London: Leicester University Press, 1995)
Martin Wight, *International Theory: The Three Traditions* (Leicester: Leicester University Press, 1991)
Adam Watson, *Evolution of International Society: A Comparative Historical Analysis* 2nd Edition (London: Routledge, 2009)
Tim Dunne, *Inventing International Society* (Basingstoke: Palgrave, 1998)

Synopsis *

The purpose of the module is to enable students to critically engage with the International Society (or "English School") approach to International Relations. Combining political theory, IR theory, philosophy, sociology, and history this approach seeks to understand the theory and practice of international politics by reference to the historical development of relations between large scale political entities (from empires, hordes, kingdoms, to the modern nation-state and beyond) and the discourses that have emerged (Machiavellian, Grotian, Kantian) in response to the development of first European international society and eventually world society. The course focuses on the central features of international society: war and peace as they have been conceived by the three traditions and members of the English School from Martin Wight to more contemporary figures.

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PO669 Conservatism: Politics and International Relations of the Right						
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	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

20.08.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1: demonstrate an advanced and critical understanding and knowledge of conservative views on the state, the market, society and international relations
- 2: demonstrate in-depth first-hand knowledge of some of the key writings of major conservative thinkers
- 3: critically engage with the coherence and diversity in the conservative political tradition
- 4: demonstrate extensive knowledge of the major debates within the conservative political tradition
- 5: understand critically the political, historical, and social context within which conservative thinkers have developed their theories and ideas
- 6: demonstrate detailed understanding of some of the major criticisms of conservative politics
- 7: demonstrate a rigorous ability to analyse, make use of and criticise the secondary literature on conservative thinkers and their ideas.

Method of Assessment

Main Assessment Methods:

- Reconstruction, 1500 words, 30%
- Essay, 3000 words, 60%
- Seminar participation, 10%

Preliminary Reading

- * Edmund Burke, Reflections on the Revolution in France (1790)
- * Friedrich Hayek, The Road to Serfdom (1944)
- * G.W.F. Hegel, Elements of The Philosophy of Right (1820)
- * A. James Gregor, Origins and Doctrine of Fascism: With Selections from Other Works by Giovanni Gentile (2004)
- * Corey Robin, The Reactionary Mind: Conservatism from Edmund Burke to Sarah Palin (2011)
- * Carl Schmitt, The Concept of the Political, 1996 [1927]
- * Roger Scruton, Political Philosophy: An Argument for Conservatism (2003)
- * Michael Oakeshott, Rationalism in Politics and Other Essays (1962)
- * Alexis de Tocqueville, Democracy in America (1840)

Synopsis *

This course is intended to familiarise students with the conservative tradition in modern politics. This is achieved by reference to a range of key conservative thinkers selected to help students understand the diversity of the conservative tradition and consider what factors help to cohere it. Comparison within the tradition and across a variety of thinkers is achieved by examining these thinkers' views on four basic categories of modern politics, namely the state, the market, society and international relations. In order to meet these broad learning outcomes, essay questions will be designed in order to ensure that students have to compare different thinkers.

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PO671 International Security						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Have a detailed knowledge and understanding of traditional and critical approaches to security studies, and their significance to the study of international relations
- 2 apply different approaches within security studies to a wide and diverse area of international security especially contemporary threats
- 3 apply concepts of security studies to specific case studies.
- 4 Have developed a critical understanding of the key literature in security studies

Method of Assessment

- * Writing assignment, 750 words, 10%
- * Essay, 2500 words, 40%
- * Exam, 2 hours, 50%

Reassessment Instrument: 100% coursework

Preliminary Reading

- * Baylis, J. Wirtz, J, Cohen, E & Gray C. (2012). Strategy in the Contemporary World: An Introduction to Strategic Studies, 4th ed. Oxford : Oxford University Press.
- * Collins, A. (ed.) (2010) Contemporary Security Studies, 2nd edition,. Oxford: Oxford University Press.
- * Peoples, C & Vaughan-Williams, N. (2010). Critical Security Studies: An Introduction, Abingdon: Routledge.
- * Williams, Paul (ed) (2008) Security Studies: An Introduction, Routledge.

Synopsis *

This module provides an introduction to the various approaches to security studies by way of introducing key thinkers, the key literature. Its core aim is to provide a solid theoretical and conceptual grounding for students interested in the diversity of issues, institutions and actors engaged in the practice of international security.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

PO674 Politics and International Relations Year Abroad						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	120 (60)	Pass/Fail Only	

Contact Hours

Learning and teaching methods will vary depending on the partner institution and the modules chosen. Inclusive of independent study, PO624 will require a total of 1,200 hours of study. The different learning and teaching methods will collectively enable students to achieve learning outcomes stated.

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

1. study Politics and IR in a different higher education environment
2. study Politics and IR in a different language (only relevant for the BA with a Language)
3. Enhance their command of the target language in a native-speaker setting (only relevant for the BA with a Language)

Method of Assessment

The assessment methods are set by the partner institution and will vary depending on which institution and which modules are chosen. If students pass a module at the partner institution they will be awarded the corresponding credits for that module. Kent will assess PO624 on a pass/fail basis, obtaining the equivalent of 120 Kent credits – as documented by the transcript issued by the partner institution – being required to award a pass.

Like for Like Reassessment

Preliminary Reading

Required and recommended reading will be set by the partner institution according to the modules chosen.

Restrictions

Students on the BA in Politics and International Relations with a Language are required to pass the relevant Stage 2 language module – as detailed in the programme specifications – in order to progress to Stage A and take PO674.

Synopsis *

Students take modules equivalent to 120 Kent credits. At least 75% of the credits must be in the discipline of Politics and International Relations, while up to 25% may be in other disciplines. For students on the BA with a Language, at least 75% of the credits must be in Politics and International Relations and in the target language, while up to 25% may be in other disciplines and/or taught in English. The curriculum will vary depending on the partner institution and the modules chosen.

PO675 Politics and IR Internship						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

Stage 3 Only.

Contact Hours

Total contact hours: 14

Total work based hours: 60 minimum

Private study hours: 70

Total study hours: 150

Department Checked

17.02.21

Learning Outcomes

On successfully completing the module students will be able to:

1. apply concepts, theories and methods used in the study of politics to the analysis of political issues
2. Have learned how the intellectual knowledge gained through university study can be applied to a variety of practical work-based tasks and issues;
3. Have gained an awareness and understanding of the nature of work within the broad politics field, and of some of the key knowledge-based and practical issues facing employees and organisations
4. Have developed an understanding of the value of work-based learning opportunities for students of Politics and International Relations, and been able to communicate this understanding to fellow students.
5. Have developed a set of learning and practical skills related to the work undertaken in the placement organisation.

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Method of Assessment

Essay, 3000 words, 50%
Portfolio, 35%
Presentation, 10-15 minutes, 15%

Reassessment instrument: 100% coursework

Preliminary Reading

- * Boys, J. D and Keating, M. F. (2009) 'The Policy Brief: Building Practical and Academic Skills in International Relations and Political Science', Politics, 29:3.
- * Curtis, S. and Blair, A. (2011) The Scholarship of Engagement for Politics: Placement Learning, Citizenship and Employability. Birmingham: C-SAP
- * Dewey, J. (1910). How We Think. Massachusetts: DC Heath and Company
- * Doherty, L. (2013), 'Gender Mainstreaming in Political Science Experiential Learning Programs', Politics & Gender, 9:02
- * Helyer, R. (2010). The Work-based Learning Students Handbook. Basingstoke: Palgrave Macmillan
- * Koehler, C. T. (1980), 'The Intern and the Internship: "From Beginning to End"', Teaching Political Science, 7:3.
- * Kolb, D. (1983). Experiential Learning: Experience as the Source of Learning and Development London: Prentice Hall
- * Moon, J. (2004). A Handbook of Reflective and Experiential Learning: Theory and Practice. London: Routledge
- * Moon, J. and Schokman, W. (2000). 'Political Science Research Internships and Political Science Education' Politics, 20:3
- * Norton, Phillip (Lord Norton of Louth). (2008). Parliamentary Placements: The Benefits and Challenges' Enhancing Learning in the Social Sciences, 1:1

Restrictions

This module is not available to short term students. Stage 3 only. Places on the module are limited to 20 students and are only available to students in the School of Politics and International Relations (single and joint Honours); students will be required to attend an interview and participation in the module is subject to students obtaining their own internship.

How to register your interest for this module:

You will not be able to register for POLI6750 through the online module registration process. Instead, you will need to register for an alternative Autumn term module, and then complete the registration of interest form stating which module/s you are interested in taking and which module you would drop if you are successful in gaining entry on to your chosen module.

The form can be found online at <https://www.kent.ac.uk/csao/your-studies/modules/subjectreq/index.html> under the Politics Subject Requirements header. You should return the completed form by e-mail to hssugandpgt@kent.ac.uk by the end of the module registration period.

Synopsis <span style =

This module blends practical workplace experience, in the form of an internship in the area of politics and international relations, with taught seminars and private study. The internship will allow students to experience first-hand the practical application of their degree subject in the wider world of work, and will provide the opportunity to develop transferable skills such as teamwork, communication and self-organisation. The taught seminars will provide an opportunity to reflect upon, and develop, knowledge of the sector and its relationship with the academic field of study, using the student's internship experiences and a range of other resources. This will include input from School staff and alumni working in relevant fields, as well as appropriate support from employability and careers-guidance professionals.

It will be the student's responsibility to source and apply for internship opportunities, but assistance will be provided both by the School's Employability Co-ordinator and the University's Careers and Employability Service. These opportunities should be in an organisation whose aims and activities are broadly related to politics and international relations, and the internship should reflect these activities and give the student the opportunity to work in a way which allows the module learning objectives to be achieved. Students on pre-approved School-administered internships will also be eligible to take this module.

The internship must consist of at least 60 hours of work, but this may be spread across a number of days / weeks and need not be a full-time position. The module convenor will approve of all internship opportunities prior to their commencement and students are advised to liaise closely with the module convenor and other appropriate staff in good time. Internships must finish by the date of the final seminar, and the School will provide all documentation and relevant insurance / health and safety checks to ensure that the placement meets both University and sector requirements and guidance on work-related learning opportunities. Students who fail to complete necessary paperwork relating to their internship and the module will be unable to proceed.

PO676 The Radical Right in Western Democracies						
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	

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1	Canterbury	Spring	H	15 (7.5)	100% Coursework
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam

Contact Hours

Total Hours: 150
Contact hours: 22
Private study: 128 hours

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to demonstrate

8.1 Systematic and comparative knowledge of the historical factors and circumstances that contribute to the formation and evolution of right-wing movements and parties in contemporary Western democracies.

8.2 The ability to identify, describe, characterise radical right-wing ideas and ideologies and to critically evaluate the political vision(s) they are based on.

8.3 Comprehensive knowledge of contemporary and current debates – within both a political and a scholarly context – on the activities of radical right-wing movements and parties in Western democracies; as well as the ability to discern advocacy and analysis within those debates.

8.4 The ability to use current concepts and theories informed by the forefront of the academic literature on right-wing extremism in order to describe, analyse and critically evaluate the complex interaction between ideology (ideas) and political practice in the specific context of radical right-wing ideologies and contemporary Western democracies,

8.5 The ability to critically evaluate, interpret and use appropriate techniques for the analysis of radical right-wing movements and parties operating in a democratic environment, including quantitative methods of analysis.

Method of Assessment

Essay, 3,000 Words: 50%
Exam, 2 Hours: 50%

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment instrument: 100% coursework

Preliminary Reading

Each week of activity is accompanied with its own reading list. However, core books will be used throughout the module, and should be considered as compulsory reading. These are:

* Art, David (2011) *Inside the Radical Right: The Development of Anti-Immigrant Parties in Western Europe*, Cambridge: Cambridge University Press.

* Betz, Hans-Georg (1994), *Radical Right-Wing Populism in Western Europe*, Basingstoke: Macmillan

* Eatwell, Roger (2000) 'The Rebirth of the Extreme Right in Western Europe', *Parliamentary Affairs*, vol. 53, no.3: 407-25.

* Ford, Robert and Matthew Goodwin (2014) *Revolt on the Right: Explaining Support for the Radical Right in Britain*, London: Routledge.

* Hainsworth, Paul (2000) *The Politics of the Extreme Right: From the Margins to the Mainstream*, London: Pinter.

* Ignazi, Piero (2006), *Extreme Right Parties in Western Europe*, Oxford: Oxford University Press.

* Mudde, Cas (2007) *Populist Radical Right Parties in Europe*, Cambridge: Cambridge University Press.

* Norris, Pippa (2005), *Radical Right*, Cambridge: Cambridge University Press.

* Rydgren, Jens (2007) 'The Sociology of the Radical Right', *Annual Review of Sociology*, vol. 33, pp.241-262.

Restrictions

This module is limited to 100 students and preference may be given to Liberal Arts and Politics and IR students. This module is open to Stage 3 students only. This module is not available to short term/exchange students.

Synopsis *

One of the most striking developments in established Western democracies has been the electoral growth of extreme right and radical right-wing political parties. In this module students will investigate the nature and rise of extreme and radical right-wing parties, while also exploring other related issues such as right-wing extremist and racially-motivated violence and/or terrorism. This module will introduce students to the academic literature that has followed a resurgence of support for the extreme right. The module will familiarise students with conceptual and theoretical debates within this literature, and introduce students to some of the associated methodological debates. Students will be encouraged to think critically about concepts, classifications, ideologies, electoral behaviour and the broader implications of the rise of these parties and social movements in areas such as public policy and social cohesion.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

PO678		Liberal Arts Year Abroad				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	120 (60)	Pass/Fail Only	

Availability

Available on BA Liberal Arts with a Year Abroad only

Contact Hours

Learning and teaching methods will vary depending on the host institution and the modules chosen. Inclusive of independent study this module will require a total of 1,200 hours of study to be assessed by the convenor of the Liberal Arts year abroad programme through consultation with the host university. The different learning and teaching methods will collectively enable students to achieve

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 understand the everyday processes and productions of people in the country visited, through living and studying abroad.

8.2 understand, through first-hand experience of life in another culture, how people influence and adapt to their social, cultural and physical environments while nonetheless possessing a capacity for individual agency which can allow them to transcend environmental constraints.

8.3 understand how social, cultural and/or biological diversity influences human relationships and organisation, in the context of living in another culture

Method of Assessment

Pass/fail

Preliminary Reading

Readings will vary, depending on which modules students register for during the year abroad.

Synopsis *

Students will spend one academic year studying in a University with which Kent has agreements for such exchanges. The purpose of the Year Abroad is to give students an opportunity to further their experience by living in another culture, as well as studying in a new HE context. Students develop a learning agreement (i.e. list of modules to be taken) with the module convenor (Year Abroad Coordinator) before commencing the year abroad. Students are registered for this module during

their Year Abroad. During the year abroad students will follow the modules in their learning agreements at their host universities and therefore the curriculum will vary for each student depending on the host institution and modules chosen. All students are encouraged to take modules in the local language which augment their Liberal Arts studies, particularly through continuing to build on knowledge acquired in optional and compulsory modules in Stages 1 and 2. They are also allowed to take one module per term in English and to register for language modules.

PO679		Research Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	100% Coursework	
1	Canterbury	Whole Year	H	45 (22.5)	70% Project, 30% Coursework	

Contact Hours

Total contact hours: 39

Private study hours: 411

Total study hours: 450

Learning Outcomes

On successfully completing the module students will:

- be familiar with the academic literature relevant to their research project
- be able to construct a research question
- be able to locate, explain and justify the significance of their research by relating it to ongoing debates in the relevant literature
- be familiar with the theories, concepts and methods relevant to their research projects
- be able to develop a research design to enable them to answer their central research question
- be able, within the framework of the research design, to conduct research that relates to the forefront of the discipline
- be able to draw on feedback from peers and academic supervisors, exercise reflection and self-criticism, and manage time and resources effectively
- be able to communicate the findings of their research effectively and fluently, both orally (in a conference setting) and in a substantial piece of writing (8,000-word dissertation)

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Method of Assessment

Student Conference Presentation, 15-20 minutes (15%)
Dissertation Outline, 1000 words (5%)
Draft Chapter (literature review or theory chapter, max. 2000 words) (10%)
Dissertation, 8000 words (70%)

Preliminary Reading

Toshkov, Dimitar. 2016. Research Design in Political Science, Basingstoke: Palgrave
Greetham, Bryan. 2014. How to write your undergraduate dissertation, London: Palgrave (2nd edition)
Halperin, Sandra and Oliver Heath. 2017. Political Research: Methods and Practical Skills, Oxford: Oxford University Press (2nd edition)
Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. Fitzgerald. 2016. The Craft of Research, Chicago: The University of Chicago Press, 4th edition).
Cottrell, Stella. 2013. The Study Skills Handbook, 4th Edition, Basingstoke: Palgrave.
Cottrell, Stella. 2014. Dissertations and Project Reports: A Step by Step Guide, Basingstoke: Palgrave
Emden, Joan van and Lucinda Becker. 2016. Presentation Skills for Students, London: Palgrave (3rd Edition)

Restrictions

The module can only be taken in Stage 3 by students in the School of Politics and International Relations (including Joint Honours). Only students with a coursework average of at least 60% in Stage 2 are normally to be allowed to register for this module (this refers to coursework marks only, not the coursework and exam mark average). Students are only permitted to take one dissertation module i.e. students selecting PO679 will not be permitted to take an additional dissertation module from another School. This restriction applies to all Pol/IR students, including Joint Honours. This module is not available to short term students.

Synopsis *

The research dissertation module aims to give students of politics and international relations the opportunity to do independent and original research on a topic of their choice. While we try to give students as much freedom as possible in their choice of topic, the final thesis title will require approval by the module convenor in order to ensure that (a) the title falls within the subject area of politics and international relations (broadly conceived) and that (b) the learning resources and expertise available in the School allow us to supervise the dissertation.

Many PO679 students already know the general area of their dissertation topic at the time of their registration for the module but there is still a long way to travel from your 'interests' in a particular topic or research area to a suitable and feasible dissertation title. In PO679 you will go through the entire process of writing a dissertation (8,000 words long): from the original 'problem' to a suitable research 'question', to choosing a method, to designing your research, to conducting the research; from taking notes to drafting the dissertation, to revising and writing the dissertation, and finally to submitting the dissertation. Lectures, supervision and a conference will help you along the way.

We recommend PO679 to all students considering postgraduate studies. Most postgraduate programmes – at MA, MPhil and PhD level – require you to write a substantial dissertation.

PLEASE NOTE: PO679 is worth 45 credits. If you wish to take PO679, please keep this in mind when choosing your other modules. PO679 is worth 15 credits in autumn term, and 30 in spring. The module is weighted more to the Spring term to enable you to dedicate the time needed to produce your dissertation.

As you can chose the equivalent of 4 x 15 credits in the autumn and 4 x 15 in the Spring, picking PO679 would look like this:

Autumn:

PO679
XX
XX
XX

Spring:

PO679
PO679
XX
XX

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PO682 How to Start a Revolution: Ideas and Practices of Political Resistance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Contact Hours: 22
Private Study Hours: 128
Total: 150

Learning Outcomes

On successfully completing the module students will:

- Be able to identify, summarise and critically analyse historically relevant and commonly used justifications for offering resistance to political authority
- Be able to critically analyse concrete examples of resistance (historical or current) offered to political authority in terms of underlying ideas and aims, methods used, and outcomes achieved
- Be able to identify, describe and critically analyse commonly used methods of political resistance in terms of their moral justification, effectiveness and lasting impact,
- Be familiar with, and be able to analyse and review, the moral and political discourse on the role of violence in political resistance,
- Be able to conceptualise and analyse the complex relationship between political ideas and political practice within the context of resistance.

Method of Assessment

Either:

Track 1:

Essay 1 (Outline): Maximum of 1000 Words: 20%

Essay 2: Maximum of 4000 Words: 80%

Or:

Track 2:

Essay 1 (Outline): Maximum of 1000 Words: 20%

Documented Practice of Resistance: recorded performative element (either photography, film, or audio recording) and accompanying Written Component (Max 2,500 words)

Preliminary Reading

Plato, Apology (numerous editions available online)

Mohandas Gandhi, The Essential Writings (Oxford: Oxford University Press, 2008)

David Henry Thoreau, "Civil Disobedience", classic essay widely available online and in print, e.g. in Hugo Adam Bedau (ed.), Civil Disobedience in Focus (London: Routledge, 1991), pp.28-48

Vaclav Havel, The power of the powerless: citizens against the state in central-eastern Europe (Armonk, N.Y. : M.E.

Sharpe, 1985), available as e-book

Claudia Mesch, Art and Politics: A Small History of Art for Social Change Since 1945 (London: IB Tauris, 2013)

Dorothee Soelle, The Silent Cry: Mysticism and Resistance (Minneapolis: Fortress Press, 2001)

Manuel Castells, Networks of Outrage and Hope: Social Movements in the Internet Age, (Cambridge: Polity Press, 2nd ed. 2015), available through the library catalogue as e-book

Sarah H. Awad, Brady Wagoner (eds), Street Art of Resistance (New York, Palgrave Macmillan 2018), available as e-book

Extinction Rebellion, This is Not a Drill: An Extinction Rebellion Handbook (Penguin Books, 2019)

Restrictions

This module is limited to 25 students, restricted to stage 3 students only and cannot be taken by short term students. Priority may be given to students in Politics and IR.

Synopsis *

The module provides an overview of some of the core arguments and issues that arise within the context of debates on political resistance: moral justifications of resistance to political authority, the techniques of resistance employed in historical examples, the presuppositions underpinning these techniques, the tensions and difficulties that typically arise in any act of resistance. Starting with Socrates, sent to the Athenians to act as a 'gadfly', the module will look at selected historical examples of resistance, identify and analyse aims and methods, and review and discuss outcomes and consequences. A special feature of this module is that students can submit a 'documented practice of resistance' for assessment.

PO683 Politics in East Asia						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Availability

Compulsory module on BA in Politics and International Relations with a year in the Asia-Pacific.

Optional module on other BA programmes taught in the School of Politics and International Relations.

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total: 150 hours

Department Checked

12.03.21

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Understand the key developments in the politics and international relations of East Asia since 1945.
- 8.2 Understand how governments in East Asia are structured and how political parties and civil society interact with governments.
- 8.3 Analyse and discuss the causes of major domestic and international political decisions and policies in East Asia since 1945
- 8.4 Develop expertise in ongoing political developments and challenges in at least one East Asia country
- 8.5 Provide informed analysis and advice on East Asian leaders' current policy challenges and political decision-making
- 8.6 Use effectively the knowledge earned from the study of East Asia to do comparative studies of politics and international relations.

Method of Assessment

Seminar participation: 20%

Essay – 3,000 words: 40%

Exam - Two hours: 40%

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment methods: 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

The following are the major text (marked with an *) and book-length references for this module, and they are to be aided by relevant journal articles:

*Bruce Bueno De Mesquita and Alastair Smith, *The Dictator's Handbook: Why Bad Behaviour is Almost Always Good Politics* (Public Affairs, 2011).

*Louis Hayes, *Political Systems of East Asia: China, Korea, and Japan* (ME Sharpe, 2012).

*Xiaoming Huang and Jason Young, *Politics in Pacific Asia: An Introduction* (Basingstoke: Palgrave Macmillan, 2016).

Dower, J. W. (2000) *Embracing defeat: Japan in the wake of World War II*. WW Norton & Company

Stueck, W. (2002) *Rethinking the Korean War. A New Diplomatic and Strategic History*. Princeton University Press

Dikötter, F. (2013) *The Tragedy of Liberation: A History of the Chinese Revolution 1945-1957*. Bloomsbury Publishing USA

Gao, C. (2008) *The battle for China's past: Mao and the Cultural Revolution*. Pluto press

Kihl, Y.W., & Kim, H.N. (2006) (eds.) *North Korea: The Politics of Regime Survival*. Armonk, NY: M. E. Sharpe

Diamond, L., & Plattner, M. L. (eds.) *Democracy in East Asia*. Johns Hopkins University Press

Zhao, D. (2004). *The power of Tiananmen: State-society relations and the 1989 Beijing student movement*. University of Chicago Press

Grietens, S.C. (2017) *Dictators and their Secret Police: Coercive Institutions and State Violence*. Cambridge University Press

Scheiner, E. (2006). *Democracy Without Competition in Japan: Opposition Failure in One-Party Dominant Japan*. New York: Cambridge University Press

Shirk, S. L. (2007) *China: fragile superpower*. Oxford University Press

Pre-requisites

None

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Synopsis *

This module will address the major milestones in the politics and international relations of East Asia since 1945. We will analyse the causes and significance for East Asian countries of events such as the Korean War, the Cultural Revolution, the economic take-off of both Japan and South Korea, China's economic reforms, democratisation across the region, and US-China competition.

A central theme of the module will be analysing the decisions that leaders take in order to hold onto power – from repression and liberalisation to corruption, purges, and propaganda – and how these decisions continue to influence the domestic and international politics of East Asian countries. We will explore differences in the countries' domestic political systems to help understand major historical and contemporary policies, and the influence of economic and security considerations.

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PO684	Contemporary Development and Security Challenges in the Asia-Pacific					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

This is a required module for the BA in Politics and International Relations with a Year in the Asia-Pacific, and is an optional module for all other programmes in the School of Politics and International Relations.

Contact Hours

Contact Hours: 22
Private Study Hours: 128
Total hours: 150

Department Checked

12.03.21

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will:

8.1 have empirical knowledge of various Asia-Pacific political, economic and social issues and challenges which are having impact beyond the region.

8.2 understand the trajectory of the contending development and security issues in the Asia-Pacific region and their potential to impact upon security beyond the region.

8.3 understand the roles of various state and non-state actors that shape the politics of the Asia-Pacific region and beyond.

8.4 understand how various political and International Relations theories can be usefully applied to the study of the issues which impact upon the Asia-Pacific region and beyond.

8.5 have mastery of the research skills for doing comparative political studies.

Method of Assessment

Seminar participation: 20%
Essay – 2,500 words: 30%
Exam: Two hours, 50%

Please note that the exam in May/June 2023 will be Online (24 hour window)

Reassessment Instrument: 100% Coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

The following are the main text (marked with an *) and book-length references for the module, and they are to be aided by relevant journal articles:

Amitav Acharya, *Non-Western International Relations Theory: Perspectives On and Beyond Asia* (Abingdon: Routledge, 2009).

Anna M. Agathangelou and Ling L. H. M. (2009) *Transforming World Politics: From Empire to Multiple Worlds*, London, Routledge.

John G. Ikenberry and M. Mastanduno, eds (2003) *International Relations Theory and the Asia-Pacific*. New York: Columbia University Press.

* Derek McDougall, *Asia-Pacific in World Politics* (Boulder, CO: Lynne Rienner, 2016).

David Shambaugh and Michael Yahuda (eds), *International Relations of Asia* (Lanham, MD: Rowan & Littlefield, 2014).

Pre-requisites

None

Synopsis *

In this course, we shall examine the most urgent developments and security issues that affect the Asia-Pacific region.

It will start with an overview of International Relations theories and an exploration of whether non-Western International Relations theories will be a better alternative in understanding the development and security challenges in the Asia-Pacific.

We will then address the key international development and security dilemmas in the region. These include: the Taiwan problem; nuclear proliferation on the Korean peninsula; the danger of nationalism in Japan and beyond; territorial disputes in the South China Sea; and ensuring economic growth and regional cooperation throughout the Asia-Pacific.

Finally, we will ask whether the influence and authority of the US, the incumbent hegemon in the Asia-Pacific region, are in decline and its preeminent role will soon be replaced by a rising China, and whether great-power confrontation is inevitable.

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PO685	Connections					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	100% Coursework	

Availability

BA (Hons) Liberal Arts
BA (Hons) Liberal Arts with Year Abroad

Contact Hours

Contact hours: 40
Private Study Hours: 260
Total Study Hours: 300

Department Checked

08.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and understanding of key discourses within the sciences, humanities and social sciences, how they were implemented, and their impact on broader society.

8.2 Understand the relevance of great books across a variety of disciplines, including but not limited to philosophy, history, politics, sociology, literature, art and the sciences.

8.3 Critically evaluate primary and secondary literature across a disciplinary range spanning social sciences, natural sciences and humanities appropriate to the disciplines

8.4 Critically analyse and debate module-relevant topics across a disciplinary range spanning social sciences, natural sciences and humanities

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Employ analytical skills for the interpretation of arguments, evidence and data from published sources

9.2 Use information technology to retrieve, analyse and present information

9.3 Use reasoning to construct arguments within different intellectual contexts and disciplines, and to formulate and address research questions and problems

9.4 Communicate across disciplines

9.5 Make use of constructive informal feedback from staff and peers to assess own progress

9.6 Work independently and manage time and workloads in order to meet personal and group targets and imposed deadlines

Method of Assessment

Two reading diaries (one each term), each worth 10% of the overall mark
Two 2,000 word essays (one each term), each worth 40% of the overall mark.

Reassessment methods: 100% coursework reassessment.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

The module focuses on classic, primary texts and sources. The module outline will specify which editions/translations are to be used.

Plato, The Republic. Various editions.

Augustine, The City of God. Various editions.

Hobbes, The Leviathan. Various editions.

Hegel, Lectures on the Philosophy of World History. Various editions.

Marx and Engels, The Communist Manifesto. Various editions.

De Beauvoir, The Second Sex. Various editions.

Pre-requisites

None

Restrictions

This module will be capped at 20 students and priority given to POLIR students.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

One of the strengths of the Liberal Arts programme is its ability to draw connections between various fields of knowledge of disciplines that have become increasingly fragmented. By focusing on great books of the past and present that straddle across disciplinary boundaries, this module helps students build bridges between various areas of knowledge. While the content will differ from year to year, depending on student and staff interests, this module will explore key themes in philosophy, history, social and political sciences, humanities, literature, art, and the hard sciences. It will aim to show that these disciplines have a great deal in common, and that understanding across great works help create a deeper understanding of contemporary issues. By engaging students with qualitative and quantitative data, it will also allow them to interpret and reflect on information coming from a wide range of sources.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

PO689 Who Do You Think You Are? On Critical Identity Theories						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

Optional to all programmes owned by Politics and International Relations.

Available as an elective module.

Contact Hours

Total contact hours 22

Total private study hours 128

Total module study hours 150

Department Checked

05.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 demonstrate systematic understanding of contemporary identity politics

8.2 Accurately interpret some of the key texts in modern and contemporary critical theory;

8.3 Devise and sustain debates about identity, difference and judgement in their own words in a coherent manner;

8.4 Critically evaluate different perspectives in modern and contemporary identity politics and have the ability to situate them vis-à-vis one another;

8.5 Analyse the challenges contemporary theories of identity pose to mainstream theories of politics;

8.6 Evaluate the relationship between identity-oriented theories and developments within practical politics.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources.

9.2 identify, investigate, analyse, formulate and advocate solutions to problems.

9.3 have developed concepts at the forefront of analytical reasoning, and the assembly of well-structured, balanced and reasoned arguments

9.4 reflect on and manage their own learning critically

Method of Assessment

Portfolio 1,000 words 20%

Essay 4,000 words 80%

Reassessment methods: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

bell hooks, *Ain't I a woman: Black Women and Feminism*, New York: Routledge, [1981] 2015.

Franz Fanon, *Black Skin, White Masks*, London: Pluto, [1952] 2008.

John Rawls, *A Theory of Justice*, Cambridge, Mass.: Harvard University Press, [1971] 2005.

Axel Honneth, *The Struggle for Recognition: The Moral Grammar of Social Conflicts*, Cambridge, Mass.: MIT Press, 1996.

Judith Butler, 'Recognition and Critique: an interview with Judith Butler', *Distinktion: Scandinavian Journal of Social Theory*, vol. 13, no. 1, April 2012, 139-144.

Susan Stryker and Stephen Whittle (eds), *The Transgender Studies Reader*, London: Routledge, 2006.

Pre-requisites

None

Synopsis <span style =

The main title can be read in two ways. On the one hand, it is an appeal to reflect on the conditions of our subjectivity. On the other hand, it can be read as the expression of a judgement upon a subject's ability to act/speak/feel etc. In this module, both of these aspects will be explored: 'what are the conditions of our identity, and how do these relate to differences between us?', and 'what is the nature of judgement and when, if ever, is it legitimate to judge others?'. This will then form the basis for a third part of the module which will consider the extent to which reflection on oneself and the judgement of others are related or not. This nexus of issues is at the heart of contemporary debates about identity politics and the primary literature for the module will draw from these debates. Equally importantly, however, is that these contemporary debates speak directly to concepts and theories first developed within the canon of critical work within modern European philosophy. The module, therefore, will explore contemporary debates with reference to this philosophical background to assess the ways in which the critical tradition can inform the debates as well as considering the ways in which the contemporary debates can help redefine what we understand by the critical tradition.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

PO693 Politics and Conflict in Sub-Saharan Africa						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

This module is primarily designed for students on BA programmes within the School of Politics and International Relations.

Available as an elective module.

Contact Hours

Total contact hours: 22 hours

Private study hours: 128

Total study hours: 150

Department Checked

05.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate critical understanding of key theoretical debates over processes of political and social change in contemporary sub-Saharan Africa.

8.2 Show a comprehensive understanding of the key concepts through which to analyse the main political dynamics in sub-Saharan Africa

8.3 Critically understand the roles of different actors within key political, economic and social power structures within sub-Saharan African states.

8.4 Show an advanced understanding of trends in democratisation and authoritarian rule in post-colonial sub-Saharan African regimes

8.5 Critically assess the factors that drive political instability and conflict within and across sub-Saharan African states.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Have a high level of conceptual understanding that will allow them to critically evaluate a range of theoretical arguments found within the scholarly literature.

9.2 Have a comprehensive understanding of research methods in their discipline, including an awareness of the strengths and limitations of different methods.

9.3 Be able to undertake analysis of complex, incomplete or contradictory areas of knowledge.

9.4 Be reflective and self-critical in their research work.

9.5 Be able to engage in oral and written academic and professional communication with others, demonstrating skill in analysing and presenting scholarly information in the appropriate form.

9.6 Have independent learning ability required for continuing professional study.

Method of Assessment

Essay 1 (2,500 words) (40%)

Essay 2 (2,500 words) (60%)

Reassessment methods: 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Thomson A (2016) *An Introduction to African Politics*. Fourth edition. London; New York: Routledge/Taylor & Francis Group.

N Cheeseman and D Anderson, *Routledge Handbook of African Politics*. Routledge (2013)

Crawford Young, *The Postcolonial State in Africa: Fifty Years of Independence*, University of Wisconsin Press (2012)

Kate Baldwin, *The Paradox of Traditional Chiefs in Democratic Africa*, Cambridge: Cambridge University Press (2015)

William Brown and Sophie Harman (eds) *African Agency and International Politics*, Routledge (2013)

Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton University Press (1996)

Achille Mbembe, *On the Postcolony*, University of California Press (2001)

Pre-requisites

None

Restrictions

Cannot be taken with POLI9610 (PO961)

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module explores topics and themes in post-colonial sub-Saharan African politics, with a particular focus on conflict and peacebuilding. We will look at colonial legacies, processes of state formation, and the nature and dynamics of political development at the national and local levels. We will also critically reflect on theories and concepts developed in the fields of comparative politics, peace and conflict research, and international relations and apply them to the study of Africa. In this module, we aim at offering solid foundations to the understanding of politics and conflict in Africa, which include colonial legacies, societal characteristics and economic challenges that shape the politics of sub-Saharan African states until today.

SE606	Connections					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	I	30 (15)	100% Coursework	

Availability

BA Liberal Arts (with and without year abroad)

Contact Hours

Total Contact hours: 40

Private Study Hours: 260

Total Study Hours: 300

Department Checked

24.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and understanding of key discourses within the sciences, humanities and social sciences, how they were implemented, and their impact on broader society.
- 8.2 Understand the relevance of great books across a variety of disciplines, including but not limited to philosophy, history, politics, sociology, literature, art and the sciences.
- 8.3 Critically evaluate primary and secondary literature across a disciplinary range spanning social sciences, natural sciences and humanities appropriate to the disciplines
- 8.4 Critically analyse and debate module-relevant topics across a disciplinary range spanning social sciences, natural sciences and humanities

Method of Assessment

- * Two reading diaries (one each term), each worth 10% of the overall mark
- * Two 2,000 word essays (one each term), each worth 40% of the overall mark.

Reassessment Instrument: 100% coursework

Preliminary Reading

The module focuses on classic, primary texts and sources. The module outline will specify which editions/translations are to be used.

- Plato, *The Republic*. Various editions.
- Augustine, *The City of God*. Various editions.
- Hobbes, *The Leviathan*. Various editions.
- Hegel, *Lectures on the Philosophy of World History*. Various editions.
- Marx and Engels, *The Communist Manifesto*. Various editions.
- De Beauvoir, *The Second Sex*. Various editions.

Synopsis *

One of the strengths of the Liberal Arts programme is its ability to draw connections between various fields of knowledge of disciplines that have become increasingly fragmented. By focusing on great books of the past and present that straddle across disciplinary boundaries, this module helps students build bridges between various areas of knowledge. While the content will differ from year to year, depending on student and staff interests, this module will explore key themes in philosophy, history, social and political sciences, humanities, literature, art, and the hard sciences. It will aim to show that these disciplines have a great deal in common, and that understanding across great works help create a deeper understanding of contemporary issues. By engaging students with qualitative and quantitative data, it will also allow them to interpret and reflect on information coming from a wide range of sources.

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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)	100% Coursework	
2	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	

Availability

The module is compulsory on the BA (Hons) Social Policy (and Social Change) course, and is one of a prescribed secondary list of modules from which BA (Hons) Health and Social Care students are required to supplement their compulsory modules. It is also an option on the wider SSPSSR courses and is available as an elective module more widely.

Contact Hours

44 contact hours
 256 hours of private study
 300 total hours for the module

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a detailed understanding of the major theories and conceptual approaches to the structure of welfare states.
- 8.2 Demonstrate a detailed understanding of the major challenges facing contemporary welfare states.
- 8.3 Articulate the value of comparative methods in general and the strengths and weaknesses of the main comparative frameworks.
- 8.4 Critically assess the impact of globalisation and post-industrial shifts in the development of welfare states.
- 8.5 Apply their knowledge to current social policy debates in the UK through analysis of particular areas of social provision.
- 8.6 Critically evaluate relevant social scientific literature and empirical evidence (including both quantitative and qualitative evidence) in the field (in particular, policy monitoring and evaluation).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Present/debate complex issues, ideas and materials
- 9.2 Utilise research and statistical data
- 9.3 Synthesise knowledge across a range of disciplinary fields within the social sciences
- 9.4 Engage in self-assessment and working towards the goal of individualised learning and improvement

Method of Assessment

Main assessment methods
 Coursework - Essay 1: (2000 words) - 40%
 Coursework - Essay 2: (3500 words) - 60%

Students will be required to pass both assessments to pass the module overall.

Reassessment methods
 100% coursework

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	

Availability

SA531 contributes particularly to Health and Social Care and Social Policy, but more broadly to programmes of study across the School. It is also available as a wild course for students outside the School who have a particular interest in childhood.

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate understanding of the key policy and practice issues associated with family support, child protection, and substitute (family) care, including adoption
- 8.2 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
- 8.3 Demonstrate a critical understanding of the legal framework within which social care services for children and families are delivered
- 8.4 Demonstrate a critical appreciation of 'evidence-based practice' in relation to work with children and families

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Present arguments in writing through exams and essay writing, and orally through delivering and responding to seminar discussion
- 9.2 Critically analyse and utilise research and statistical data
- 9.3 Synthesise knowledge across a range of disciplinary fields within the social sciences

Method of Assessment

Main assessment methods

Exam – 2 hours: 50%

Essay – 2,500 words: 35%

Seminar Participation Mark: 15%

Reassessment methods

100% Coursework

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

2022-23 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	

Availability

BA Criminology
BA Criminology and Sociology
BA Criminology and Social Policy
BA Criminology and Cultural Studies
BA Criminology with Quantitative Research

Contact Hours

Total Contact Hours: 22
Private Study Hours: 128
Total Study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills of independent and collaborative learning in both individual and group work settings
- 9.2 Demonstrate strong research skills drawing on a range of literature
- 9.3 Demonstrate good communication skills, in both written and oral form
- 9.4 Demonstrate analytical and critical reflective skills
- 9.5 Demonstrate greater understanding of the relationship between theory, policy & practice

Method of Assessment

Main assessment methods

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

Reassessment methods

Like for like

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.

Pre-requisites

Cannot be taken with LAWS5420 Policing or SAPO5570 Contemporary Issues in Policing: Concepts, Theories, Debates.

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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SO5012	Analysing Data in the Real World					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Availability

Compulsory Stage 3 module for any bachelor degree programme that includes 'with Quantitative Research'

Contact Hours

Total contact hours: 66

Private study hours: 234

Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have a proficient ability to use appropriate statistical software (e.g. R);
- 8.2 Have a critical understanding of the limitations of common analytical techniques;
- 8.3 Critically understand the strengths and limitations of advanced methods for investigating causality
- 8.4 Demonstrate careful data visualisation skills in communicating quantitative research;
- 8.5 Demonstrate an ability to thoroughly critique quantitative analytical claims made in public debates and in academic research;
- 8.6 Demonstrate an ability to present the rationale and results of advanced statistical methods using a range of methods to non-technical audiences;
- 8.7 Be able to manipulate and clean data

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate an ability to use statistical packages to use, analyse and present quantitative data;
- 9.2 Critically understand the strengths and weaknesses of advanced quantitative methods, and apply sound judgement in real-world scenarios;
- 9.3 Demonstrate proficiency in the use of one or various statistical software packages;
- 9.4 Organise information clearly and persuasively communicate research using a variety of methods;
- 9.5 Create visualisations and presentations of analysis;
- 9.6 Work in a group and to produce clear communication using a variety of methods of research results.

Method of Assessment

Main assessment methods

Coursework - Seminar participation and related exercises - 20%

Coursework - personal report 1 (2000 words) - 20%

Coursework - Group presentation - 20%

Coursework - personal report 2 (3000 words) - 40%

Reassessment methods

100% coursework

Preliminary Reading

Angrist, J.D. and Pischke, J.S., (2014). Mastering 'metrics: the Path from Cause to Effect. Princeton, Princeton University Press.

Cook, T., & Campbell, D. (1979) Quasi-experimentation: Design and analysis issues for field settings. Chicago, Rand McNally College Publications.

Grolemund, G. & H. Wickham. 2017. R for Data Science. <https://r4ds.had.co.nz/>

Healy, K. 2018. Data Visualization: A practical introduction. <https://socviz.co/>

Imai, K. 2018. Quantitative Social Science: An Introduction. <http://qss.princeton.press/>

Morgan SL (2nd edition 2015), Counterfactuals and Causal Inference: methods and principles for Social Research, New York, Cambridge University Press

Murnane, R.J. and Willett, J.B., (2010). Methods Matter: Improving Causal Inference in Educational and Social Science Research. Oxford University Press.

Robson, C and McCartan, K (2016), Real-World Research: a resource for users of social research methods in applied settings 4th edition., Chichester, Wiley.

Pre-requisites

SOCI3410 (SO341) Critical Thinking

SOCI6020 (SO602) Social Research Methods

OR

POLI6870 (PO687) Political Research Analysis

OR

Any other introduction to quantitative research (to the level of basic (OLS) regression).

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module aims to develop standard research skills into a quantitative research skillset that will enable the student to work with data, from working with different types of datasets/variables to analysing this data and presenting it in oral and written form.

Learning will be orientated towards:

- Learning ways to work with and manipulate datasets to make them ready for statistical analysis (i.e. to create tidy data)
- Critically understanding the limitations of simple (OLS) regression, with particular emphasis on endogeneity/confounding and causal heterogeneity;
- Learning a number of advanced methods for investigating the social world through quantitative research (e.g. associative and causal methods). For each method, students will first consider the rationale for the method (its strengths and limitations), and then use the method in hands-on statistical analysis sessions using appropriate statistical software (e.g. R);
- Learning how to communicate and present data and quantitative analysis (e.g. with various types of data visualisations)

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	

Availability

This is a compulsory module for Criminology single honours and joint honours courses including:

Criminology BA
Criminology with Quantitative Research BA
Criminology and Cultural Studies BA
Criminology and Social Policy (and Social Change) BA
Criminology and Sociology BA
Law and Criminology BA/LLB

Contact Hours

Total contact hours: 44
Private study hours: 256
Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically assess a range of theoretical accounts of crime and deviance and their control;
- 8.2 Demonstrate a critical understanding of the social, economic and cultural dimensions of crime and deviance;
- 8.3 Demonstrate awareness of classical and contemporary ideas about the cultural and ideological character of crime and deviance;
- 8.4 Demonstrate an understanding of the links between sociological theorizing of crime and deviance and the socio-historical context in which these theories emerged;
- 8.5 Apply research evidence to develop a critical understanding of deviance, social control and related social problems.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively communicate information in a clear and coherent manner
- 9.2 Synthesise items of knowledge from different schools and disciplines of enquiry
- 9.3 Perform advanced library investigations in order to demonstrate a critical awareness of complex issues

Method of Assessment

Main assessment methods

Examination - (3 hours) - 50%
Coursework - in-class test - 20%
Coursework - Essay (2000 words) - 30%

Reassessment methods

100% coursework.

Preliminary Reading

Lilly, J. et al (2014) *Criminological Theory: Context and Consequences*, Sixth Edition: Sage.
Hale, C., Hayward, K. J., Wahidin, E., and Wincup, E., (2013) *Criminology*, Third Edition: Oxford University Press
Hayward, K. J (2004) *City Limits: Crime Consumer Culture and the Urban Experience*: Glasshouse/Cavendish
Vold, G., Bernard, T. and Snipes, J., (2002) *Theoretical Criminology*: Oxford University Press.
Tierney, J., (2009) *Criminology: Theory and Context*, Third Edition: Prentice Hall

Pre-requisites

Prerequisite – one of
SOC13050 (SO305) – Introduction to Criminology or
SOC13330 (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 module will provide undergraduates with an opportunity to engage with the most up-to-date debates in an area of great interest in contemporary society.

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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)	50% Coursework, 50% Exam	
1	Canterbury	Whole Year	H	30 (15)	70% Coursework, 30% Exam	
1	Canterbury	Whole Year	H	30 (15)	90% Exam, 10% Coursework	

Availability

Optional module to the following programmes:

BA Health and Social Care

BA Sociology and associated programmes

BA Social Policy and associated programmes

Contact Hours

Total contact hours: 44

Private study hours: 256

Total study hours: 300

Department Checked

24/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Describe and critically analyse the ways in which concepts of health, illness and medicine are constructed and contested;

8.2 Demonstrate detailed knowledge of key sociology theories concerning health, illness and medicine;

8.3 Engage with contemporary debates concerning health and illness, about 'health panics', the politics of behaviour modification, and new forms of illness;

8.4 Demonstrate a high capacity in the application of social science theory and research evidence to understandings of health, illness and medicine.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 organise information in a clear and coherent manner;

9.2 demonstrate critical thinking, analysis and synthesis.

Method of Assessment

Main assessment methods

Essay 1 (2500 words) (35%)

Essay 2 (2500 words) (35%)

Examination, 2 hour (30%)

Reassessment methods

100% coursework

Preliminary Reading

- Barry, A (2016) Understanding the Sociology of Health (4th ed), Los Angeles, Sage
- Gabe, J and Calnan, M (eds) (2009) The New Sociology of the Health Service, Abingdon, New York, Routledge
- Gabe, J and Monaghan, L (2013) Key Concepts in Medical Sociology (2nd ed.), Los Angeles, Sage
- Lupton, D (2000) The Imperative of Health: Public Health and the Regulated Body, London, Sage
- Nettleton, S (2013) The Sociology of Health and Illness, Cambridge, Polity, (3rd ed.)
- Wainwright, D (ed) (2008) A Sociology of Health London, Sage (core text)

Pre-requisites

None

Synopsis <span style =

'Health', 'illness' and 'medicine' are not static concepts. Their meaning changes 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. The term 'epidemic' is no longer used only in relation to contagious disease; we have epidemics of teenage pregnancy, obesity and 'mental health'. 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, including about some things like vaccinations and contraceptive pills that are also part of 'public health'. Of course, our experience has been reshaped profoundly by global experience of, and responses to, pandemic.. This module draws on sociological ideas that can help us understand, and critically evaluate, what we mean by health, illness and medicine and what the meaning we give to these terms tells us about the society we live in.

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

Availability

The module is an optional module for: Environmental Social Sciences BA and some other programmes in the School of Anthropology and Conservation; and for Criminology, Social Policy (and Social Change), Cultural Studies and Media and Sociology single- and joint-honours bachelor degrees in the School of Social Policy, Sociology, and Social Research.

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate in-depth understanding of the varieties of political action concerned with the environment;
2. Critically evaluate the development of environmental protest and environmental movements, and of the changing character of environmental movement organisations
3. Account for the emergence and development of Green institutionalism;
4. Understand political responses to global environmental issues.
5. Critically evaluate the various means by which political ideas about the environment have been translated into political action.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate the skills to communicate effectively using a variety of methods to specialist audiences.
2. Demonstrate the ability to synthesis items of knowledge from different sources and critically assess evidence in relation to competing explanations.

Method of Assessment

Main assessment methods
Coursework - Essay (2000 words) - 50%
Examination (2-hours) - 50%

Reassessment methods
100% coursework

Preliminary Reading

Connelly J & Smith G (2012) Politics and the Environment: From Theory to Practice (3rd edition). Routledge, New York
Doyle T (2005) Environmental Movements in Majority and Minority Worlds: A Global Perspective. Rutgers UP, New York
Morin J, Orsini A, Jinnah S (2020) Global Environmental Politics. Oxford
Newell P (2020) Global Green Politics. Cambridge

Pre-requisites

None

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	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

This module is optional to all SSPSSR undergraduate bachelors degrees. It is also available as an elective module

Contact Hours

Contact hours: 22
Private Study: 128
Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate 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.
- 8.2 Demonstrate a critical awareness of the strengths and weaknesses of different approaches to mental health.
- 8.3 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
- 8.4 Interpret and critique evidence relevant to the issue of mental health.
- 8.5 Understand the complex relationship between mental health and other institutions.

The intended generic learning outcomes.

On successfully completing the module students will be able to :

- 9.1 Communicate using a range of methods to both specialist and non-specialist audiences
- 9.2 Think conceptually
- 9.3 Synthesize data from the library, internet, etc sources
- 9.4 Reflect systematically and analytically

Method of Assessment

Main assessment methods

100% coursework
Seminar Participation – 10%
Essay (3,500 words) - 90%
Students must attain a mark of at least 40% in the essay to pass the module overall.

Reassessment methods

100% coursework

Preliminary Reading

Davies, J. (2013) Cracked: why psychiatry is doing more harm than good, Icon Books Ltd.
Pilgrim, D. (2017) Key Concepts in Mental Health. 2nd edition or 4th edition, Los Angeles, Sage
Rogers A. and D. Pilgrim (2014) A Sociology of Mental Health & Illness, Maidenhead, Open University Press
Rose, N. (2019) Our Psychiatric Future, Oxford University Press

Pre-requisites

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'. Please note, as this is not a clinical module material covered will not include in-depth investigations of specific diagnoses of mental illnesses.

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	

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Availability

BA Criminology and Sociology, BA Law and Criminology, BA Criminology and Social Policy (& Social Change), BA Criminology and Cultural Studies, BA Cultural Studies, BA Sociology

Contact Hours

Contact time: 22 hours;
Private study: 128 hours
Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 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
- 8.2 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
- 8.3 Describe and evaluate the debates surrounding the differential treatment of women and men in the criminal justice systems as victims, offenders and professionals
- 8.4 Recognise and evaluate the main empirical and theoretical studies of gender, crime and criminal justice, as well as key policy documents and legislation
- 8.5 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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in interpreting and analysing research data and official statistics
- 9.2 Assess the merits of criminological research and use it to construct an argument
- 9.3 Apply Written and oral communication skills
- 9.4 Collate material for essays and seminar preparation using databases and the internet as appropriate
- 9.5 Demonstrate time management, independent learning, and group work skills

Method of Assessment

Main assessment methods

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

Reassessment methods

100% Coursework

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 SOC13050 Introduction to Criminology or SOC13330 Crime, Culture and Control and either SOC15050 Sociology of Crime and Deviance or SOC15360 Crime and Justice in Modern Britain.

Single Hons Cultural Studies students must have done either SOC13050 or SOC13330 but may take either SOC15050 or SOC15360 as co-requisites.

Restrictions

Available to Stage 3 Students only

Synopsis <span style =

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.

Availability

BA Criminology and Sociology, BA Law and Criminology, BA Criminology and Social Policy (& Social Change), BA Criminology and Cultural Studies, BA Cultural Studies, BA Sociology

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Contact Hours

Contact time: 22 hours;
Private study: 128 hours
Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 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
- 8.2 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
- 8.3 Describe and evaluate the debates surrounding the differential treatment of women and men in the criminal justice systems as victims, offenders and professionals
- 8.4 Recognise and evaluate the main empirical and theoretical studies of gender, crime and criminal justice, as well as key policy documents and legislation
- 8.5 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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in interpreting and analysing research data and official statistics
- 9.2 Assess the merits of criminological research and use it to construct an argument
- 9.3 Apply Written and oral communication skills
- 9.4 Collate material for essays and seminar preparation using databases and the internet as appropriate
- 9.5 Demonstrate time management, independent learning, and group work skills

Method of Assessment

Main assessment methods

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

Reassessment methods

100% Coursework

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 SOCI3050 Introduction to Criminology or SOCI3330 Crime, Culture and Control and either SOCI5050 Sociology of Crime and Deviance or SOCI5360 Crime and Justice in Modern Britain.

Single Hons Cultural Studies students must have done either SOCI3050 or SOCI3330 but may take either SOCI5050 or SOCI5360 as co-requisites.

Restrictions

Available to 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	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Sociology BA
Sociology BA joint honours
Criminology BA
Criminology and Social Policy BA

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding of the relevance of violence to criminological analysis
- 8.2 Demonstrate a critical knowledge of key concepts, debates and theoretical approaches to criminology and sociology and their relationship to the study of violence
- 8.3 Critically evaluate major theoretical and research themes involved in the analysis of violence
- 8.4 Demonstrate an appreciation of the complexity and diversity of violent behaviour

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Effectively communicate theoretical and empirical material and arguments
- 9.2 Organise complex information in a clear and coherent manner
- 9.3 Synthesise items of knowledge from different schools and disciplines of enquiry

Method of Assessment

Main assessment methods

Essay - 50%
Examination – 50%.

Reassessment methods

100% coursework.

Preliminary Reading

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)
Lee, R. M. and Stanko, B. eds, (2003) *Researching Violence*, London: Routledge
Pinker, S. (2012) *The Angels of Our Better Nature*, London: Allen Lane
Ray, L. J. (2011) *Violence and Society*, London: Sage
Scheper-Hughes, N. and Bourgeois, P. eds (2004) *Violence in War and Peace*, Oxford: Blackwell
Steger, M. B. and Lind, N. S. eds (1999) *Violence and its Alternatives – an Interdisciplinary Reader*, London: Macmillan
Wieviorka, M. (2009) *Violence [a new approach]*, London: Sage

Pre-requisites

Pre-requisites:- Students are required to have successfully completed one of the following modules:

SAPO3000 (SA300) Social Problems and Social Policy I
SAPO3010 (SA301) Social Problems and Social Policy II
SOC13050 (SO305) Introduction to Criminology
SOC13330 (SO333) Crime, Culture and Control
SOC13360 (SO336) Sociology of everyday life
SOC13370 (SO337) Fundamentals of Sociology

Synopsis *

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

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SO535 Youth and Crime						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	55% Coursework, 45% Exam	

Availability

All BA Criminology Single and Joint Honours Programmes: BA Criminology, BA Criminology and Sociology, BA Criminology and Law, BA Criminology and Social Policy, BA Criminology and Cultural Studies

Contact Hours

Total contact time: 21 hours.

Total Private study time 129.

Total study hours : 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Critically understand and recognise the strengths and weaknesses of various criminal justice approaches to youth offending and current

debates in youth justice policy

8.2 Systematically understand the relationship between young people, crime and deviance, within political, media and historical contexts.

8.3 Understand and critically evaluate the key theoretical debates that underpin the study of young people, crime and deviance in

contemporary British society.

8.4 Have an understanding of youth crime and youth justice policy from an international and global perspective, and be able to apply

underlying concepts and principles outside in other contexts

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

specialist and non-specialist audiences

9.2 Synthesise the theoretical contributions of different schools and disciplines of enquiry

9.3 Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits and use the

available evidence, including quantitative data sources and evidence.

Method of Assessment

Main assessment methods

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).

Reassessment methods

Reassessment Instrument: 100% coursework.

Preliminary Reading

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

Goldson and Muncie (eds.) (2006) Youth Crime and Justice 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)

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

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

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

Pre-requisites

SOCI3050 Introduction to Criminology, SOCI3330 Crime and Society and SOCI5050 Sociology of Crime and Deviance.

Restrictions

Available to stage 3 Students ONLY

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Synopsis >*

This module provides students with a sociological and criminological understanding of contemporary issues relating to youth crime. More specifically, the module provides a critical understanding of young people's involvement in crime and deviance and the various responses to youth crime, especially how young people are dealt with by the youth justice system. 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 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 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.

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	

Availability

Compulsory to all undergraduate Criminology programmes. Also available as an option to the Cultural Studies and Sociology undergraduate programmes, and to the MA Criminology.

Contact Hours

Total contact time: 44 hours
Private study hours: 266 hours
Total learning hours: 300 hours

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Show understanding of the structure and history of the main institutions of the CJS
- 8.2 Consider the relationships between the formal and informal structures for preventing and reducing crime
- 8.3 Identify, retrieve and interpret information (including quantitative data) on patterns of crime and punishment and to relate these to specific debates and issues
- 8.4 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
- 8.5 Assess CJS policies in terms of their impact upon issues concerning race, gender and class
- 8.6 Indicate awareness of the historical, cultural and political conditions which have moulded the institutions of the CJS
- 8.7 Examine current debates around crime and crime prevention and relate these to the relevant theoretical perspectives

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Display well developed communication skills through their essay writing
- 9.2 Complement their own learning and performance through independent learning and library research
- 9.3 Apply quantitative and problem solving skills

Method of Assessment

Main assessment methods

50% coursework, 50% exam, as follows:

Reflective report of 1500 words (20%)

Essay of 3000 words (30%)

3-hour examination (50%)

1 Reassessment methods

100% Coursework

Preliminary Reading

Cavadino, M., (2007) The penal system: an introduction, 4th ed, London, SAGE Publications

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

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

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

Pre-requisites

SOC13050 (SO305) Introduction to Criminology OR SOC13330 (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.

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

Availability

BA Sociology and associated programmes

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 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;

8.2 Critically assess how changing conceptualizations of racism arise in specific historical, sociopolitical contexts;

8.3 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;

8.4 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;

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Understand and disseminate complex theoretical material;

9.2 Develop an ability to present arguments orally in seminar discussions;

9.3 Organize information in a clear and coherent manner through essay writing and seminar discussion;

9.4 Develop research skills via use of online sources and e-journals.

Method of Assessment

Main assessment methods

Essay (3000 words) (35%)

Seminar Participation (15%)

Examination (50%)

Reassessment methods

100% coursework

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)

Pre-requisites

None

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

Optional module for
Criminology single and joint honours bachelor degree programmes
Social Policy single and joint honours bachelor degree programmes
Sociology single and joint honours bachelor degree programmes
Health and Social Care BA

Contact Hours

Contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Have a critical understanding of the ways in which childhood is 'socially constructed'
- 8.2 Articulate competing perspectives on children's rights and apply them to analysis of the national and international frameworks for their implementation and monitoring
- 8.3 Demonstrate how the above knowledge helps to understand social problems facing children
- 8.4 Demonstrate an ability to critically analyse the ways in which policy interventions in children's lives are shaped by and shape concepts of childhood and children's rights
- 8.5 Understand the complex relationship between 'universal' concepts of childhood and the lives of children as shaped by social and other divisions

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in presentation and debate
- 9.2 Critically analyse and utilise research and statistical data
- 9.3 Synthesise knowledge across a range of disciplinary fields within the social sciences

Method of Assessment

Main assessment methods

Coursework - essay (3000 words) – 60
Coursework - seminar presentation (15 minutes) – 30%
Coursework - seminar participation -10%

Reassessment methods

100% coursework

Preliminary Reading

Wyness, M.G. (2015) *Childhood*. Polity Press, Cambridge
Kehily, M. (ed) (3rd edn. 2015) *An Introduction to Childhood Studies*. Open University Press, Maidenhead
Kehily, M.J (ed) (2013) *Understanding Childhood: a cross-disciplinary approach*. Open University Press/Policy Press, Bristol
Qvortrup, J. (2011) *The Palgrave Handbook of Childhood Studies*. Palgrave MacMillan, Basingstoke
James, A. (2012) *Key Concepts in Childhood Studies*. Sage, London
Prout, A. (2005) *The Future of Childhood: towards the Interdisciplinary Study of Children* Routledge, London

Pre-requisites

None

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Synopsis *

In broad terms, the curriculum aims to use historical and cross-cultural material to examine the ways in which childhood can be viewed as 'socially constructed'. This includes a focus on recent changes relating to the effects of social media and the 'digital revolution' on children's lives. Children's rights are explored both conceptually, in terms of their theoretical and philosophical underpinnings and their implementation in the UK and internationally. In turn, theorisation of the sociology of childhood and understandings of children's rights are applied to social issues such as child labour, sexuality and exploitation.

The following is an indicative list of topics:

- Introduction – the Social Construction of Childhood?
- Modernity and the Emergence of Childhood
- Childhood in an Age of Uncertainty
- Theorising Childhood – the dominant framework and the new paradigm
- Childhood, Consumption, Media and Technology
- Perspectives on Children's Rights
- Securing Children's Rights
- Children, Work and Child Labour
- Childhood Innocence and Sexual Exploitation

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

Availability

Optional module for
SSPSSR bachelor degree programmes
Human Geography BSc (School of Anthropology and Conservation)
Environmental Social Sciences BA (School of Anthropology and Conservation)

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

25/02/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Demonstrate an understanding of how selected environmental policies are made, how they are implemented and with what effects.
- 8.2 Demonstrate an understanding of how businesses and other interest groups and citizens contribute to environmental policies
- 8.3 Show they have examined in depth the process of environmental policy-making and practice.
- 8.4 Demonstrate they have acquired understanding at a high level of some of the concepts in and approaches to environmental policy.
- 8.5 Possess a detailed knowledge of the policies and the processes by which they are elaborated and implemented, and of the obstacles they encounter.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in the organisation of information as demonstrated in their coursework and in responding to information. They will have developed skills in presenting information.
- 9.2 Interpret tables and graphs and integrate numerical and non-numerical information
- 9.3 Make use of journal article abstract services, electronic journals and internet sites. They will use the library resources to find relevant information for their coursework and seminar readings
- 9.4 Critique and evaluate various sources of information, work in small groups, debate and resolve conflict
- 9.5 Reflect upon their own experience in a systematic and analytical way.
- 9.6 Synthesize items of knowledge from different schools and disciplines of enquiry and critically assess environmental policy options

Method of Assessment

Main assessment methods

Coursework – essay (2500 words) – 33%
Coursework - seminar presentation (1000 words) – 17 %
Examination (2 hours) – 50%

Reassessment methods

100% Coursework

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Preliminary Reading

- Anderson MS & Leifferink D. European Environmental Policy: the Pioneers, Manchester, Manchester University Press
- Baker S. (2005) Sustainable Development, London, Routledge
- Beder S. (2006) Environmental Principles and Policies: An Interdisciplinary Introduction, Sterling Earthscan
- Carter N., (2007) The Politics of the Environment - Ideas, Activism, Policy, Cambridge, Cambridge University Press
- Connolly J, Smith G, Benson, D and Saunders, C. Politics and the Environment: from Theory to Practice
- Dryzek, J & Schlosberg, D., eds. (2005) Debating the Earth: the Environmental Politics Reader, Oxford, Oxford University Press
- Hannigan J. (1995) Environmental Sociology: a Constructionist Perspective, London, Routledge
- Hill M. (2017) The Public Policy Process, London, Routledge
- McCormick J. Environmental Politics and Policy
- Roberts, (2011) J. Environmental Policy, Environmental Policy, London, Routledge
- Vogel D. (1986) National Styles of Regulation: Environmental Policy in Great Britain and the United States, Ithaca, Cornell University Press

Synopsis *****

The topics covered in this module would include:

- The purpose of environmental policy, policy approaches and the British polity
- Policies relating to air pollution, climate change, energy, waste, transport and land use.
- Ecological modernisation
- Sustainability and sustainable development
- Environmental justice
- Making policy, changing policy: the role of citizen action

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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	

Availability

BSc Social Sciences – optional module
BA Criminal Justice Studies – optional module

Contact Hours

Total contact hours: 44
Private study hours: 256
Total study hours: 300

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Undertake an extended piece of writing that demonstrates a highly developed skill in written communication.
- 9.2 Gather library, internet and other sources, make judgements about their merits and use them to construct a critical argument.
- 9.3 Make good use of appropriate IT packages to analyse and communicate results.
- 9.4 Study independently, setting personal targets for completion of work and reviewing progress.

Method of Assessment

Main assessment methods
Dissertation (10,000 words) (100%)

Reassessment methods

100% coursework

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

SOC16470 (SO647) *Research Methods in Sociology*
It is normally expected that students have achieved a minimum of a strong 2:2 grade in 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	

Availability

Runs every year

BSc Social Sciences; Criminal Justice & Criminology BA – optional module

Contact Hours

Total contact hours: 44

Private study hours: 256

Total study hours: 300

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

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

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

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

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate enhanced communication skills.

9.2 Find and using library and internet resources.

9.3 Working collaboratively in teams.

9.4 Synthesize theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Coursework - Essay 1 - Analytical Essay (2500 words) - 40%

Coursework - Essay 2 - Argumentative Essay (2500 words) - 40%

Coursework - Debate and Commentary (approx. 400 words) - 20% - PASS COMPULSORY

Reassessment methods

100% coursework

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	

Availability

Optional module for Social Policy, Health and Social Care and other SSPSSR bachelor degree programmes at the Canterbury campus.

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate understanding of competing perspectives on poverty, inequality and welfare rights and how these are reflected in social

security policies;

8.2 Demonstrate some knowledge of the historical development of social security;

8.3 Demonstrate knowledge of social security policy concerns in several substantive areas;

8.4 Demonstrate an awareness of social security policy as it relates to key groups vulnerable to poverty;

8.5 Demonstrate understanding of the potential and limitations of social security in maintaining income security;

8.6 Apply this knowledge to analyse and evaluate critically the potential for and constraints on future reform of social security.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate an ability to make oral arguments (through participation in seminars);

9.2 Demonstrate an ability to write in a clear and coherent manner (through essay writing);

9.3 Demonstrate an ability to analyse and interpret numerical data; progression in ability to integrate numerical and non-numerical information

(through data presented in lectures and seminars);

9.4 Demonstrate an ability to produce written documents (through essay writing and note-taking);

9.5 Demonstrate an ability to work co-operatively on group tasks (through tasks in seminars).

9.6 Explore personal strengths and weaknesses (through reflection on essay feedback);

9.7 Demonstrate an ability to identify and define problems; explore optimal and alternative solutions (through application of theory and

research evidence to understanding of social policy).

Method of Assessment

Main assessment methods

- Assignment 1 (essay 2500 words) 50%
- Assignment 2 (short answer assignment) 50%

Reassessment methods

100% Coursework

Preliminary Reading

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

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

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

Pre-requisites

None

Synopsis *

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.

SO594 Terrorism and Modern Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Exam	

Availability

Optional module for
Criminology single and joint honours bachelor degrees
Sociology single and joint honours bachelor degrees
Social Policy single and joint honours bachelor degrees

Contact Hours

Contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Understand the key concepts in relation to terrorism and political violence;
- 8.2 Recognise and interpret a range of theoretical accounts of terrorism and radicalization
- 8.3 Recognise how terrorism functions in variety of different social and national contexts;
- 8.4 Understand the social, political and cultural (including in many cases the religious) dimensions of some of the main terrorist movements
(both contemporary and historical);
- 8.5 Situate terrorist and extremist action within the context of contemporary social theoretical debates about late/post modernity
- 8.6 Understand the changing nature of terrorist action (including introductions to the concepts of 'cyber-terrorism' and 'hyper-terrorism')
- 8.7 Understand basic counter terrorism measures, including the importance of accurate risk assessment

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in presentation and debate, both verbal and written, and in utilization of research and empirical data;
- 9.2 Synthesis items of knowledge from different schools and disciplines of enquiry;
- 9.3 Understand the particular theoretical relationships between the academic research on terrorism, criminology and sociology
- 9.4 Have acquired research skills through library investigation, critical debate and essay writing.
- 9.5 Have developed an ability to read and disseminate complex theoretical material

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 50%
Examination – 2 hours – 50%

Reassessment methods

100% coursework

Preliminary Reading

Atran, Scott (2006), "The Moral Logic and Growth of Suicide Terrorism," *The Washington Quarterly*, 29(2): 127-147.
Abrahms, Max (2006), "Why Terrorism Does Not Work," *International Security*, 31 (2).
- (2008), "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security* 32(4).
Bandura, Albert (1990), "Mechanisms of Moral Disengagement," in Walter Reich, ed., *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*. Washington: The Woodrow Wilson Centre Press.
Coady, C. A. J. (2004a), "Defining Terrorism," in Igor Primoratz, ed., *Terrorism: The Philosophical Issues*. Basingstoke: Palgrave Macmillan.
Cottee, Simon, (2017), "Religion, Crime and Violence," in A. Liebling, L. McAra and S. Maruna, eds., *Oxford Handbook of Criminology*. Oxford University Press.
Cottee, S. and Hayward, K.J. (2011), "Terrorist (E)motives: The Existential Attractions of Terrorism," *Studies in Conflict & Terrorism* 34:963-986.
Gambetta, Diego (ed.), *Making Sense of Suicide Missions*. New York: Oxford University Press.
(2006), *Inside Terrorism*. New York: Columbia University Press.
Juergensmeyer, Mark. (2001), *Terror in the Mind of God*. Berkeley, CA: University of California Press.
Neumann, Peter (2013), "The trouble with radicalization," *International Affairs*, 89 (4), 873–893.
Wood, Graeme (2015), "What ISIS Really Wants," *The Atlantic*, March.

Pre-requisites

None

Restrictions

Available to Stage 3 Students ONLY. Available to Criminology, Sociology, and Social Policy students. It is also available as an Elective ('Wild') module.
This module can not be taken if you are taking/have already taken POLI6290 (PO629) Terrorism and Political Violence.

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Synopsis *

The curriculum for the module will cover a range of theoretical concepts relating to 'terrorism' in a sociological context with an indicative range of topics being given below:

- What is Terrorism?
- Researching Terrorism: Challenges, Dilemmas and Perplexities
- Explaining Terrorism: The Master Narratives
- Terrorism and Moral Disengagement
- Does Terrorism Work?
- 9/11 and the Rise of Religious Terrorism
- Suicide Terrorism
- What is Radicalization?
- Jihadist Videos

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SO595 Reproductive Health Policy in Britain						
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)	100% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Optional module for
BA Social Policy and joint honours Social Policy programmes
BA Health and Social care
Available as a wild module

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Possess an understanding of competing explanations about how health policies emerge and are made.
- 8.2 Identify the main policy developments in Britain about contraception, abortion, teenage sex and pregnancy, and assisted conception.
- 8.3 Discuss the origins of these policy developments, drawing on relevant social scientific literature and empirical evidence.
- 8.4 Identify areas of current concern and debate their validity for the future development of reproductive health policy
- 8.5 Possess experience of doing research using library and on-line resources

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Conduct research, by using library e-journal and other on-line resources.
- 9.2 Organise and communicate information and arguments in a clear and coherent manner, through essay writing, and seminar-based group discussion of completed essays.
- 9.3 Apply social science theory and research evidence to understandings of social problems and policy responses.

Method of Assessment

Main assessment methods

Coursework - Essay (2500 words) - 50%
Examination - (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Luker K (2006) *When Sex Goes to School, Warring Views on Sex - and Sex Education - since the 1960s*, New York/London, W.W. Norton and Co.
McLaren A (1990) *A History of Contraception, From Antiquity to the Present Day*, Oxford, B Blackwell
Sheldon S (1997) *Beyond Control: Medical Power & Abortion Law*, London, Pluto
Lee E (2003) *Abortion, Motherhood and Mental Health, The Medicalisation of Reproduction in the US and Britain*, New York, De Gruyter
Arai L (2009) *Teenage Pregnancy, the Making & Unmaking of a Problem*, Bristol, Policy Press

Pre-requisites

None

Synopsis <span style =

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)	100% Exam	
1	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	

Availability

BA Health and Social Care, BA Social Policy (single and joint honours) – compulsory module

Contact Hours

Total Contact hours: 44

Private study hours: 256

Total study hours: 300

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 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.

8.2 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.

8.3 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.

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

8.5 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:

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

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

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

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

and policy responses.

9.5 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 (essay) 5%

Coursework 2 (essay) 20%

Coursework 3 (essay) 25%

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.

Pre-requisites

None

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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	

Availability

Optional module with particular relevance to the BA (Hons) Sociology and can also be taken as a wild module.

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate an in-depth understanding of the changing character and implications of individualization in contemporary society

8.2 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

8.3 Achieve an in-depth and critical understanding of some of the key texts associated with the sociological understanding of individualization

8.4 Critically analyse how social class, ethnicity, gender, age, and sexuality may influence the experience of individualization

8.5 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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;

9.2 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame

appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

9.3 Communicate information, ideas, problems, and solutions to specialist audiences;

Method of Assessment

Main assessment methods

40% Exam and 60% Coursework:

Essay – no more than 2,500 words: 50%

Seminar Participation: 10%

Exam (2 hours; closed book): 40%

Reassessment methods

100% Coursework

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 <span style =

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)	100% Coursework	
1	Canterbury	Whole Year	I	30 (15)	80% Coursework, 20% Exam	

Availability

Health & Social Care BA
Criminology BA
Social Policy & Social Change BA
Sociology BA
and Criminology, Social Policy & Social Change and Sociology joint honours courses

Contact Hours

Total contact hours: 44
Private study hours: 256
Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Judge and evaluate the validity of research evidence.
- 8.2 Identify a range of different research strategies and methods, and their respective advantages and disadvantages, as well as their philosophical underpinnings
- 8.3 Seek out and use statistical and other data derived from social surveys and other research publications
- 8.4 Read and interpret tables of statistical data
- 8.5 Initiate research questions and conduct preliminary empirical research using both quantitative and qualitative research techniques.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Gain skills in the written presentation of research ideas and findings
- 9.2 Analyse and utilise in argument basic empirical data drawn from research and official sources

Method of Assessment

Main assessment methods

- Coursework - Qualitative research quiz - 15%
- Coursework - Qualitative research project - 35%
- Coursework - Quantitative research quiz - 15%
- Coursework - Quantitative research project - 35%

Reassessment methods

100% coursework.

Preliminary Reading

Abbott, A. (2003). *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton
Babbie, E. (2005/2011) *The Basics of Social Research* (5th edn) Intl Edition. Belmont, CA: Thomson/Wadsworth.
Bryman, A. (2015) *Social Research Methods*, 5th edition, Oxford, UK: Oxford University Press.
Hesse-Biber, S.N. and Leavy, P. (2006) *The Practice of Qualitative Research* (2nd edn), London: Sage

Pre-requisites

This module is a pre-requisite if you wish to take a dissertation in stage 3 (SOCI6790)

Synopsis <span style =

In this module students 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 students 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, students will spend most of their time applying what they have learned in a group research project and an individual research design project.

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	

Availability

BA Health & Social Care
BA Social Policy

The module is open to other students within the School and Faculty who have an interest in health policy.

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Contact Hours

Total contact time: 22 hours.
Private study: 128 hours
Total Study hours: 150 hours

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Have an understanding of recent developments and contemporary debates in health and health policy in the UK
- 8.2 Have an understanding of the influence of the state, professional medicine, the pharmaceutical industry and patient groups in shaping these policies
- 8.3 Apply different theories to the analysis of policy development in this field
- 8.4 Evaluate and criticise research evidence, engaging directly with research materials (both quantitative and qualitative) and official data and statistics.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Show their verbal and written skills through essay writing and debate.
- 9.2 Demonstrate their critical and analytic thinking.
- 9.3 Show their research skills through library based investigation and through essay writing.
- 9.4 Demonstrate an understanding of contemporary research evidence and debates.
- 9.5 Evaluate empirical material both quantitative and qualitative and apply theoretical ideas to it.
- 9.6 Study independently.

Method of Assessment

Main assessment methods

Coursework – essay (2500 words) – 50%
Examination (2 hours) – 50%

Reassessment methods

100% Coursework

Preliminary Reading

Alaszewski A and Brown P (2012) Making Health Policy: A Critical Introduction, Polity, Cambridge
Annandale E (2014) The Sociology of Health and Medicine, 2nd Edition, Polity Cambridge, (chapter 7 and chapter 8)
Baggott R (2015) Understanding Health Policy, 2nd edition, Policy Press, Bristol
Bambra C (2016) Health Divides; Where you live can kill you, Policy Press, Bristol
Calnan M (2020) Health Policy, Power and Politics: Sociological Insights, Emerald Press, Bingley
Crimson I (2009) Health Policy: A critical perspective, Sage, London
Exworthy M et al (eds) (2016) Shaping Health Policy – Case Study methods and analysis Policy Press, Bristol
Gabe J and Calnan M (eds) (2009) The New Sociology of the Health Service, Routledge, Abingdon
Gabe J and Monaghan L (2013) Key concepts in Medical Sociology, Sage, Los Angeles
Hunter D (2016) The Health Debate, 2nd edition, Policy Press, Bristol
Klein R (2017) The New Politics of the NHS: From Creation to Reinvention 7th Edition, Ratcliffe Publishing, London

Pre-requisites

None

Synopsis <span style =

This module will introduce students to the analysis of health policy focusing on recent policy changes in the UK and identifying the major influences which have shaped these policies. There have been considerable changes in health service policy and health policy in the UK over the last decade involving changes to existing policies and the development of new policy themes. The latter have included 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 provides an analysis of these recent policy developments. It 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.

SO605		Crime , Media and Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	65% Exam, 35% Coursework	

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1	Canterbury	Spring	H	15 (7.5)	100% Exam
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam

Availability

BA Criminology and associated programmes
BA Cultural Studies and Media and associated programmes
BA Sociology and associated programmes

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Systematically and critically evaluate the relationships between crime, justice, media representations and cultural dynamics.
- 8.2 Display a systematic and critical understanding of the links between crime, justice, the media and cultural contexts.
- 8.3 Offer critical evaluation and analysis of the degree to which cultural contexts and media representations shape crime control policy.
- 8.4 Make links between and possess systematic understanding of important debates and theoretical developments in media and crime and cultural criminology.
- 8.5 Discuss, critically evaluate and devise and sustain arguments relating to issues of crime, media and cultural within a late-modern global context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in communication in a variety of forms to both specialist and non-specialist audiences and in the utilisation of research and empirical data.
- 9.2 Synthesise and demonstrate a systematic and critical understanding of the theoretical contributions of different schools and disciplines of enquiry.
- 9.3 Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits and use the available evidence to construct, communicate and sustain an argument.

Method of Assessment

Main assessment methods

Coursework - multiple choice questions (MCQ) in-course test - 20%
Coursework - Seminar participation - 15%
Examination - A seen exam (2 hours) - 65%

Reassessment methods

100% coursework

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

Prerequisite:- One of:

SOC13050 (SO305) Introduction to Criminology,
SOC13330 (SO333) Crime Culture and Control
SOC13340 (SO334) Modern Culture;
SOC13350 (SO335) Contemporary Culture,
SOC13360 (SO336) Sociology of Everyday Life
SOC13370 (SO337) Fundamentals of Sociology

Restrictions

Stage 2 and 3 students.

Synopsis <span style =

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

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

Availability

All SSPSSR programmes with 'A Year Abroad'

Contact Hours

While abroad, students will be expected to attend and participate in classes as they are at Kent, and to meet with the staff with responsibility for programmes/modules as appropriate. Contact hours locally will vary according to the institution where they undertake year abroad study.

Total study hours: 600

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate 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.

8.2 Demonstrate 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate 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.

9.2 Enhance the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.

9.3 Augment their employment skills through formal and informal learning in an international context.

Method of Assessment

Main assessment methods

Students will undertake the assessments set for them on the modules in which they are registered at the host institution.

The SSPSSR International Coordinator will be responsible for determining students' performance for this period abroad based on a transcript from the host institution. This will lead to students either passing or failing the allocated 60 credits for this module.

Pass/Fail

Reassessment methods

100% coursework

Preliminary Reading

Indicative reading will be dependent of the student's selection of modules at the host institution

Pre-requisites

Co-requisite SOCI6070 / 6071 Year Abroad Mark 2

Progression

Students who successfully complete this module SOCI6060 (SO606) and SOCI6070 (SO607) will graduate as follows: Degree Title 'with a Year Abroad'.

Synopsis *

Students will spend one academic year studying in a University with whom Kent has agreements for such exchanges. The specific institutions will change over time but will normally include a range of institutions across Europe and in selected countries elsewhere in the world. The curriculum will be dependent of the student's selection of modules at the host institution. The Director of Studies will ensure the suite of modules selected is appropriate in terms of covering the subject specific and generic learning outcomes stated in sections 8 and 9 of this specification. Students will undertake study as directed by programme directors and module convenors in the institutions where they are enrolled.

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

Availability

All SSPSSR programmes with 'A Year Abroad'

Contact Hours

While abroad, students will be expected to attend and participate in classes as they are at Kent, and to meet with the staff with responsibility for programmes/modules as appropriate. Contact hours locally will vary according to the institution where they undertake year abroad study.

Total study hours: 600

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate 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.

8.2 Demonstrate 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate 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.

9.2 Enhance the breadth of their subject understanding by positively interacting with an alternative learning and research culture and

environment.

9.3 Augment their employment skills through formal and informal learning in an international context.

Method of Assessment

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate 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.

8.2 Demonstrate 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate 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.

9.2 Enhance the breadth of their subject understanding by positively interacting with an alternative learning and research culture and

environment.

9.3 Augment their employment skills through formal and informal learning in an international context.

Preliminary Reading

Indicative reading will be dependent of the student's selection of modules at the host institution

Pre-requisites

Co-requisite SOCI6060 Year Abroad Mark 1

Progression

Students who successfully complete this module SOCI6070 (SO607) and SOCI6060 (SO606) will graduate as follows: Degree Title 'with a Year Abroad'.

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Synopsis *

Students will spend one academic year studying in a University with whom Kent has agreements for such exchanges. The specific institutions will change over time but will normally include a range of institutions across Europe and in selected countries elsewhere in the world. The curriculum will be dependent of the student's selection of modules at the host institution. The Director of Studies will ensure the suite of modules selected is appropriate in terms of covering the subject specific and generic learning outcomes stated in sections 8 and 9 of this specification. Students will undertake study as directed by programme directors and module convenors in the institutions where they are enrolled.

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

Availability

Criminal Justice & Criminology BA
Social Sciences BSc (including pathways)

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 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.
- 8.2 Critically assess theories of traditional criminology in relation to women.
- 8.3 Critically assess alternative feminist perspectives in criminology.
- 8.4 Critically evaluate feminist research methods and studies in criminology

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Review, consolidate and apply knowledge through written and verbal communication explaining and summarising empirical information and research findings.
- 9.2 Successfully apply critical judgement to problems and debates.
- 9.3 Devise and/or explain theoretical arguments and evidence and present them to specialist and/or non-specialist audiences.

Method of Assessment

Main assessment methods

Essay - 50%
Examination – 50%

Reassessment methods

100% coursework

Preliminary Reading

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

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SO619 Prisons, Probation and Offender Rehabilitation						
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

BA (Hons) Criminal Justice & Criminology and BSc (Hons) Social Sciences

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate a critical understanding of the historical and contemporary role and work of key criminal justice agencies.

8.2 Demonstrate knowledge and critical understanding of the concepts and processes associated with offender rehabilitation and desistance.

8.3 Demonstrate knowledge and critical understanding of key research related to offender rehabilitation and how they translate into policy and practice nationally and globally.

8.4 Demonstrate a critical appreciation of the professional challenges faced by, and the professional skills required by, those working in offender management.

8.5 Evaluate and critically assess theories associated with offender rehabilitation and desistance and demonstrate understanding of different disciplinary approaches to the subject of offender rehabilitation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate ability to articulate comprehension, critical analysis, and interpretation in writing.

9.2 Demonstrate problem-solving, critical thinking, and research skills, including the ability to evaluate evidence.

9.3 Demonstrate ability to identify and gather appropriate library and web-based resources, to analyse them, and to use them to construct a coherent and logical argument.

Method of Assessment

Main assessment methods

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

Examination (2 hours) - 50%

Reassessment methods

100% coursework

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.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

BA Cultural Studies and Media and associated programmes

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically approach and analyse key debates surrounding the ideas, practices and institutions of cultural heritage.
- 8.2 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.
- 8.3 Develop a critical understanding of processes of mediation and remediation in the narrative construction of personal and collective identities.
- 8.4 Relate the concepts and practices of heritage, narrative construction and memory to wider sociological issues of inequality, power and identity.
- 8.5 Contextualise specific cultural texts and practices within a variety of social, cultural, historical and political frameworks.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Critically evaluate varied multidisciplinary theoretical and analytical approaches to the subjects and materials examined.
- 9.2 Analyse and contextualise theoretical and empirical case studies within both the module's key themes and a broader academic discourse.
- 9.3 Draw on relevant materials and analytical tools to develop considered arguments and evaluations, and be able to present these clearly in oral and written forms.
- 9.4 Work in co-operation with others to debate, discuss and develop ideas and understandings of the materials and approaches presented.

Method of Assessment

Main assessment methods

Essay (4000 words) (70%)

Essay Preparation Assignment (800 words) (20%)

Class Participation (10%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Barthes, R. (1972) *Mythologies*. Jonathan Cape.

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.

Misztal, B.A. (2003) *Theories of Social Remembering*. Open University Press.

Rieff, D. (2016) *In Praise of Forgetting: Historical Memory and its Ironies*. Yale University Press.

Russo, J. and S.L. Linkon (2005) *New Working-class Studies*. ILR Press.

Samuel, R. (1994) *Theatres of Memory, Volume 1: Past and Present in Contemporary Culture*. Verso.

Smith, L. (2006) *Uses of Heritage*. Routledge.

Pre-requisites

None

Synopsis <span style =

The 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 experience 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.

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SO624 Learning by Giving - Philanthropy in Action						
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

BA Social Policy and joint honours Social Policy programmes
 BA Sociology and joint honours sociology programmes
 BA Cultural Studies and Media and joint honours Cultural Studies and Media programmes
 BA Criminology and joint honours Criminology programmes
 Also available as a 'wild' module

Contact Hours

Total Contact Hours: 22
 Private Study Hours: 128
 Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
 On successfully completing the module students will be able to:

- 8.1 Demonstrate systematic knowledge and critical understanding of the principles and theories that explain philanthropy and philanthropic giving;
- 8.2 Show the ability to apply underlying concepts and principles of philanthropy in addressing local community and societal issues;
- 8.3 Possess and demonstrate systematic knowledge and critical understanding of the evolution of philanthropy and the role of philanthropy in the United Kingdom and be able to critically evaluate the impact at a local community level.
- 8.4 Demonstrate systematic knowledge of philanthropic decision making, and ability to evaluate critically the appropriateness of different approaches in solving local community issues

The intended generic learning outcomes.
 On successfully completing the module students will be able to:

- 9.1 Use a range of established critical thinking techniques to initiate and undertake critical analysis of information, and to propose solutions to local social problems arising from that analysis;
- 9.2 Effectively communicate information, devise and sustain arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- 9.3 Effectively work as part of a team to propose joint solutions to local problems

Method of Assessment

Main assessment methods

Coursework - reflective essay (1500 words) – 20%
 Coursework - Community Needs Assessment and Organisation Analysis (2,500 words) – 40%
 Coursework - Presentation in small groups (10 mins plus supporting documentation) – 40%

Reassessment methods

100% coursework

Preliminary Reading

Buchanan, P. (2019) Giving Done Right: Effective Philanthropy and Making Every Dollar Count. New York: Public Affairs
 Friedman, E. (2013). Reinventing Philanthropy: A Framework for More Effective Giving. Washington DC: Potomac Books.
 Frumkin, P. (2006) Strategic Giving: The Art and Science of Philanthropy, Chicago: University of Chicago Press.
 Kass, A. (2007) Giving Well, Doing Good: Readings for Thoughtful Philanthropists, Indiana: Indiana University Press
 MacAskill, W. (2015) Doing Good Better: A radical new way to make a difference. London: Guardian Books
 Tierney, T., & Fleishman, L. (2011). Give Smart: Philanthropy That Gets Results New York: Public Affairs Books.

Pre-requisites

None

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Synopsis *

This module will provide students with an understanding of both the art and science of philanthropy (that is 'voluntary action for public good'), culminating with students distributing philanthropic funding to local community causes. Exploring the role of philanthropy in contemporary society, students would be encouraged to critically examine who gives in society and why. We will examine the mechanisms of giving, and how and why philanthropy impacts on all parts of civil society. We explore the economic, social and moral frameworks of giving, debating notions of worthy and unworthy causes, and how social policy shapes philanthropic giving, as well as how philanthropy helps shape and drive social policy. As part of this module students will be facilitated to reflect on and make their own giving decisions, exploring the role of the philanthropist and how to define philanthropic impact. The module concludes with students 'becoming' philanthropists, distributing small grants to local organisations and evaluating these giving decisions.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO625 Caring for Vulnerable Adults: Understanding Social Care						
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	

Availability

Compulsory module for the programme listed below and optional module for other SSPSSR programmes
BA Health and Social Care

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 demonstrate systematic knowledge of the evolution of the social care sector and the role and range of services provided therein and knowledge of the current structures of health and social care including an ability to locate them in a wider welfare and societal contexts.
- 8.2 understand the various methods of financing social care and their implications for policy
- 8.3 critically evaluate the role of the state within a 'mixed economy of welfare'
- 8.4 demonstrate coherent and detailed knowledge and understanding of the perspectives of both service users and providers of social care.
- 8.5 possess systematic understanding of the contribution of sociological perspectives to understanding the policy field of social care
- 8.6 understand the relevance of inequality, difference and diversity for social care
- 8.7 possess a systematic understanding of the distinctive nature of UK social care within a comparative context

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Utilise research and statistical data, including web-based materials
- 9.2 Synthesise knowledge across a range of disciplinary fields within the social sciences
- 9.3 Demonstrate skills in written communication, addressing complex issues with arguments based on conceptual understanding, theory and empirical evidence

Method of Assessment

Main assessment methods

Coursework – essay (2500 words) - 50%
Examination (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Gori, C., Fernandez, J-L and Wittenberg, R. (eds) (2016) Long-Term Care Reforms in OECD Countries: Successes and Failures, Bristol: Policy Press.

Gray, A. and Birrell, D. (2013) Transforming Adult Social Care: Contemporary Policy and Practice, Bristol: Policy Press

Hudson, B. (2021) Clients, Consumers or Citizens? The Privatisation of Social Care in England, Bristol: Policy Press

Means, R., Richards, S. and Smith, R (2008) Community Care: policy and practice 4th edn, Basingstoke: Palgrave

Needham, C. and Glasby, J. (eds) (2014) Debates in Personalisation, Bristol: Policy Press.

Pre-requisites

None

Synopsis *

Social care is of central significance in the support of a range of vulnerable adults, forming one of the key services of the welfare state, albeit often with a lower profile than the closely related field of health care. In this module we trace the historic evolution of social care services (including recent processes of deinstitutionalisation and interactions with other welfare services). The role of the state is analysed in relation to the now well established 'mixed economy of welfare' present in social care. We consider in more depth the main groups of service users, namely vulnerable older people, those with mental health problems, physical or learning disabilities and informal carers. Also examined are key issues relating to user participation and empowerment, personalisation and adult protection/safeguarding. These issues are set within wider contexts of inequalities and diversity and UK (devolved) services within comparative context.

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SO626 Animals and Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Optional module for SSPSSR Canterbury bachelor degree programmes
Also available as a wild module for other programmes

Contact Hours

Total contact hours – 22
Private study hours - 128
Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Think critically and sociologically about human relationships with other animals
- 8.2 Recognise intersections with Nonhuman Animals and oppressed human groups
- 8.3 Develop skills in understanding and evaluating current policies, social movements, and societal values pertaining to Nonhuman Animals

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Improve academic skills through participation in seminars and the structuring of original arguments
- 9.2 Have developed the ability to read closely and critically, and to apply a range of critical terms to literary texts
- 9.3 Have honed their ability to think critically about sociological concepts
- 9.4 Understand how to apply theory to analysis
- 9.5 Demonstrate library-based study skills

Method of Assessment

Main assessment methods

Coursework - Essay (2,000 words) - 50%
Examination - (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Potts, A. Ed. 2016. *Meat Culture*. Leiden: Brill.
Arluke, A. and C. Sanders. 1996. *Regarding Animals: Animals, Culture, and Society*. Philadelphia, PA: Temple University Press.
Cudworth, E. 2011. *Social Lives with Other Animals*. London: Palgrave Macmillan.
DeMello, M. 2012. *Animals and Society: An Introduction to Human-Animal Studies*. New York, NY: Columbia University Press.
Irvine, L. 2004. *If You Tame Me: Understanding Our Connection with Animals*. Philadelphia, PA: Temple University Press.
Nibert, D. 2002. *Animal Rights, Human Rights: Entanglements of Oppression and Liberation*. New York, NY: Rowman & Littlefield.
Nibert, D. 2013. *Animal Oppression and Human Violence*. New York, NY: Columbia University Press.
Peggs, K. 2012. *Animals and Sociology*. London: Palgrave Macmillan.
Taylor, N. and R. Twine. 2015. *The Rise of Critical Animal Studies: From the Margins to the Centre*. London: Routledge.
Wrenn, C. 2016. *A Rational Approach to Animal Rights*. London: Palgrave.

Pre-requisites

None

Restrictions

None

Synopsis >*

This course critically examines the historical role that animals have played in the making of modern society and the current nature of human/nonhuman relations in contemporary cultures. Students will also be introduced to intersections of race/class/gender and species. The final part of the course considers collective action and social policy as it relates to past and present efforts to challenge problematic aspects of human/nonhuman relations.

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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

The module primarily contributes to the BSc Social Sciences (UKM), but will also be available to BA Criminal Justice Studies students at UKM

Contact Hours

Contact hours: 22
Private Study: 128
Total hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes

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

The intended generic learning outcomes

- 1) Ability to analyse conflicting sets of evidence
- 2) Communicate about complex subjects in a form that suits purpose
- 3) Show an understanding of different schools of thought and the ability to distinguish them
- 4) Identify structural similarities in diverse social situations
- 5) Negotiate differences in value and opinion

Method of Assessment

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

Either SOC13060 Introduction to Sociology or SAPO3110 Social Problems and Social Policy or SAPO310 Introduction to Psychology as a prerequisite. No co-requisite is required.

Synopsis *

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

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

Concepts like addiction, and the link with crime will be subject of critical analysis.

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

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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	

Availability

Optional for all bachelor degree programmes offered by SSPSSR

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

25/03/2002

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate systematic sensitivity to the contested character of the sector's basic definition, and appreciate why and how boundary disputes persist;
- 8.2 Demonstrate understanding of the nature of, and rationale for, the third sector from key disciplinary perspectives (including politics, economics and sociology);
- 8.3 Demonstrate a sound grounding in the history, development and scope and scale of the sector in the UK;
- 8.4 Demonstrate understanding, in outline, of how the third sector participates in the policy process;
- 8.5 Set the British third sector in comparative perspective, with reference to the situation in other developed western countries;
- 8.6 Demonstrate understanding, in outline, of the achievements of, and limitations to, social science frameworks in evaluating the performance of the third sector.
- 8.7 Appropriately describe and anatomise the third sector's contribution to economic and social life by utilising - and understanding the limits of - relevant economic and social data

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate their ability to find and critically assess relevant sources of information in the library and on-line;
- 9.2 Demonstrate, through participation in seminars, including group work in relation to key questions, the ability to operate collectively, and how to present argument and evidence effectively to fellow participants;
- 9.3 Demonstrate, through writing critical essays, the ability to present argument and evidence effectively;

Method of Assessment

Main assessment methods

Essay (3,000 words) – 50%

Examination (2 hours) – 50%

Reassessment methods

Reassessment Instrument: 100% Coursework

Preliminary Reading

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

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

Deakin, N. (2001) *In Search Of Civil Society*. New York: Palgrave.

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

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

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

Steinberg, R. and Powell, W.W. (2006) *The Non-profit Sector: A Research Handbook 2nd edition*. New Haven, CT: Yale University Press.

Warren, M. (2001) *Democracy and Association*. Princeton, NJ: Princeton University Press.

Pre-requisites

None

Synopsis <span style =

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.

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

BSc Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an understanding of the main approaches to conducting psychological research including the strengths and weaknesses of each.
- 8.2 Demonstrate an understanding of sound research design, and be able to critically evaluate psychological research.
- 8.3 Select and perform appropriate statistical tests by hand or using SPSS.
- 8.4 Interpret data and consider the theoretical and practical implications of research findings.
- 8.5 Understand and apply the conventions for reporting research in psychology.
- 8.6 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Coursework (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

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

None

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.

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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	

Availability

BSc (Hons) Social Sciences and BA (Hons) Criminology and Criminal Justice

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of the logics and epistemologies of qualitative social research
- 8.2 Identify a range of different qualitative research strategies and methods and their respective advantages and disadvantages
- 8.3 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
- 8.4 Judge and evaluate the validity of research evidence
- 8.5 Demonstrate the importance of research ethics in designing and implementing a project

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate capacity for producing coherently organised information in written work
- 9.2 Demonstrate research skills through use of library resources and information technology
- 9.3 Show ability to collect, analyse and understand verbal, textual and sensory data
- 9.4 Demonstrate ability to work collaboratively with other students in seminar discussions and group projects
- 9.5 Show understanding of different schools of thought and critical perspectives and their relevance in the conduct of research
- 9.6 Be able to identify and define problems and explore possible solutions.

Method of Assessment

Main assessment methods

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)

Reassessment methods

100% Coursework

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

Pre-requisite: SAPO3130 Foundations of Social and Criminological Research 1

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	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA (Hons) Criminal Justice & Criminology, BSc Social Sciences

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours:- 150

Department Checked

14/03/2022

Learning Outcomes

8The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Critically assess and evaluate youth justice issues.

8.2 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.

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

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Synthesise items of knowledge from different schools and disciplines of enquiry.

9.2 Advance their existing skills in regard to the organisation of information and effective communication in a clear and coherent manner.

9.3 Conduct research by using library, e-journals and other on-line resources

9.4 Demonstrate an understanding of how theory and research can be used to solve problems.

Method of Assessment

Main assessment methods

Coursework - Essay (3,000 words) - 100%.

Reassessment Methods:

100% Coursework

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. (2021) *Youth and Crime (5th. Edition)* Los Angeles: 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.

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	

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Availability

BA (Hons) Criminal Justice Studies

Contact Hours

This module will be assessed 50% course work (two essays of between 2,000 and 2,500 words) and 50% three hour unseen exam.

The assignments will cover the following specific areas, which relate to the module's learning outcomes:

- Critically assess and evaluate the various CJS concepts, theories and provision.
- Critically evaluate how gender, age, ethnicity and social class affect the CJS
- 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 in writing

The exam will concentrate on the following issues, which relate to the module's specific learning outcomes:

- Critically assess and evaluate current CJS issues.
- Describe and evaluate concepts of violence and abuse.

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme 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.
- The above relate to the subject specific outcomes of the BA (Hon) Criminal Justice Studies, as set out in Section 12 of the Programme Specific Specifications, sections A, 1,2,3,4,5, 6, 7,8,9,10,11 and C, 1,2,3,5,7,8.

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

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

- Be able to synthesise items of knowledge from different schools and disciplines of enquiry. (Key skill 6)
- Advancing existing skills in regard to the organisation of information in a clear and coherent manner, through essay writing, and seminar based group discussion of completed essays. (Key skills 1 & 5)
- Communicating, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally. (Key Skills 1, 4 & 6)
- Conducting basic research by using library, e-journals and other on-line resources. (Key skill 3)
- Demonstrating a rudimentary understanding of theory and research to the solution of problems.
- Analysing and utilisation of basic statistical data drawn from research and official sources at a rudimentary level. (Key skills 2 & 3- application of number.)
- This module will link the specific outcomes as outlined in sections B & D with specific reference to B1, 2,3,4,5, 6 and D1, 2, 3, 4, 5,6.

Method of Assessment

This module will be assessed 50% course work (two essays of between 2,000 and 2,500 words) and 50% three hour unseen exam.

The assignments will cover the following specific areas, which relate to the module's learning outcomes:

- Critically assess and evaluate the various CJS concepts, theories and provision.
- Critically evaluate how gender, age, ethnicity and social class affect the CJS
- 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 in writing

The exam will concentrate on the following issues, which relate to the module's specific learning outcomes:

- Critically assess and evaluate current CJS issues.
- Describe and evaluate concepts of violence and abuse.

Preliminary Reading

Cavadino, M. and Dignan, J. (2007) *The Penal System: an introduction* (4th edition) London: Sage Publications
Garland, D. (1990) *Punishment and Modern Society: A Study in Social Theory*, Oxford: Clarendon Press
M. Maguire, R. Morgan and R. Reiner (eds.) (2007) *Oxford Handbook of Criminology* (4th edition) Oxford: Oxford University

Melossi, D. (2008) *Controlling Crime, Controlling Society* Cambridge: Polity
Newburn, T. (ed.) (2009) *Key Readings in Criminology* Cullompton: Willan

Pre-requisites

Compulsory Stage 1 Criminal Justice Studies modules

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Synopsis *

This module is concerned with contemporary issues, developments, practices and research in criminal justice. In line with current policy developments it will address the connections between criminal justice policies and other policy developments and critically examine 'new' policy initiatives including such measures as community crime prevention; developments to involve and protect the victims of crime; moves towards broader conceptualisations of justice, including reconceptualisations of crime as social harm. The module examines contemporary policy developments in sentencing, domestic violence, racism in criminal justice practices, amongst other issues.

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

Availability

BSc Social Sciences (UKM) and BA Criminal Justice and Criminology (UKM)

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 demonstrate critical understanding of the main theories of the relationship between drugs and crime

8.2 critically evaluate strategies for tackling the drug-crime link, especially with regard to issues of equality and diversity

8.3 demonstrate a critical understanding of international comparisons in the area of drug control and treatment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 demonstrate skills in detailed research and analytical, especially the ability to link theory and practice.

9.2 demonstrate advanced problem-solving skills and critical awareness.

9.3 Demonstrate abilities in oral communication of research and analysis.

Method of Assessment

Main assessment methods

Essay - 2,500 words: 30%

Exam – two hours: 50%

Seminar Participation: 20%

Reassessment methods

Reassessment instrument: 100% exam

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

SOC13290 (SO329) Introduction to Criminology and Criminal Justice and SAPO3130 (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.

Availability

BSc Social Sciences (UKM) and BA Criminal Justice and Criminology (UKM)

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

11/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 demonstrate skills in detailed research and analytical, especially the ability to link theory and practice.
- 9.2 demonstrate advanced problem-solving skills and critical awareness.
- 9.3 Demonstrate abilities in oral communication of research and analysis.

Method of Assessment

Main assessment methods

Essay - 2,500 words: 30%

Exam – two hours: 50%

Seminar Participation: 20%

Reassessment methods

Reassessment instrument: 100% exam

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

SOCI3290 (SO329) Introduction to Criminology and Criminal Justice and SAPO3130 (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.

SO657		Digital Culture				
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	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Availability

Cultural Studies and Media BA

Cultural Studies joint-honours BAs

Criminology BA

Criminology joint-honours BAs

Sociology BA

Sociology joint-honours BAs

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes- LSSJ - 15/09/2021

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

8.2 Articulate the social, economic and cultural dimensions of digital culture. This relates to programme outcomes covering knowledge and understanding of patterns of social diversity and inequality and their origins.

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

8.4 Demonstrate coherent knowledge of contemporary ideas about: (1) the development of capitalism and the knowledge economy, (2) theories of the body, identity and representation, which are challenged by the use of the Internet and (3) examples of digital cultures and subcultures and how they epitomise the above.

8.5 Provide first-hand accounts and experiences of digital culture through online exercises and the use of Moodle.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Gather and synthesise information and theoretical knowledge from a range of different schools of thought and disciplines of inquiry. These contribute to the development of key skills in communication, and problem solving.

9.2 Demonstrate basic research and organisation skills through library and online investigation, critical debate, and essay writing. These develop key skills in communication and the use of information technology.

9.3 Demonstrate skills of presentation and debate. Seminar participation will encourage student's ability to understand and communicate theoretical material to others. This aims to help develop an ability to communicate and work with others.

Method of Assessment

Main assessment methods

Coursework - Seminar participation - 20%

Coursework - Essay (3000 words) - 30%

Examination (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

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

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

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

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

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

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

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

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

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

Pre-requisites

Prerequisite modules: ONE of

SOCI3370 (SO337) Fundamentals of Sociology

SOCI3360 (SO336) Sociology of Everyday Life

SOCI3370 (SO337) Modern Culture

SOCI3350 (SO335) Contemporary Culture and Media

Restrictions

Note this module CANNOT be taken with SOCI5990 (SO599) The Information Society and Digital Culture

Synopsis *

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

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

Availability

All sociology and social policy programmes, cultural studies

Contact Hours

Total contact hours: 22

Private Study hours: 128

Total study hours for the module: 150

Department Checked

23/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding of the key concepts associated with the sociology of risk
- 8.2 Recognize and interpret the key theoretical accounts of risk perception
- 8.3 Demonstrate a systematic understanding of how risk has been socially, politically and culturally constructed
- 8.4 Locate risk perceptions within the context of an understanding of modernity
- 8.5 Demonstrate a systematic understanding of the impact of risk perception upon aspects of everyday life
- 8.6 Demonstrate a systematic understanding of institutional responses - from risk analysis and management, to broad policy approaches
- 8.7 Critically evaluate and interpret quantitative information relating to risk (including risk ratios or odds ratios)

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate enhanced research skills, particularly using online sources and e-journals
- 9.2 Present arguments orally through delivering and responding to seminar presentations.
- 9.3 Demonstrate that existing skills acquired in organising information in a clear and coherent manner will be further enhanced through essay writing, and seminar-based group discussion of completed essays
- 9.4 Demonstrate training in the ability to digest, critically evaluate and disseminate complex theoretical ideas
- 9.5 Display progression in ability to analyse and interpret basic statistical data drawn from research and official sources

Method of Assessment

Main assessment methods

Coursework – essay or book review (1500 words) - 30%

Coursework – essay (2500 words) - 50%

Coursework – seminar participation – 20%

Students will be assessed on the basis of an essay or book review (up to 1500 words) for 30% of the assessment, an essay (up to 2500 words) for 50% of the assessment and 20% for seminar participation and performance.

Reassessment methods

100% Coursework

Preliminary Reading

- O' Riordan, T. and Cameron, J., eds. 1994. *Interpreting the Precautionary Principle*. London: Earthscan.
- Current editions of *Health, Risk and Society*; *Risk Analysis*; and *Journal of Risk Research*
- Adam Burgess (2004) *Cellular Phones, Public Fears and a Culture of Precaution (CUP)*
- Deborah Lupton (1999), *Risk* (Routledge)
- Ulrich Beck (1992), *Risk society: towards a new modernity* (Sage)
- Branden B. Johnson and Vincent T. Covello, (1987). *The Social and cultural Construction of Risk*. (Reidel)
- Frank Furedi (1992), *Culture of fear: risk-taking and the morality of low expectation* (Continuum)
- Mary Douglas and Aaron Wildavsky (1982), *Risk and Culture: An essay on the selection of technical and environmental dangers*
- John Adams (1995) *Risk*. (UCL Press)

Pre-requisites

No prerequisites or co-requisites but students cannot take this module and SO600.

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 different dimensions of risk's impact on everyday life, and then examine key ways in which political culture is being reorganised around risk aversion. The course will suggest that heightened perception of risk is here to stay, and is leading to a reorganisation of society in important areas.

Indicative lecture List

1. Britain, Europe and the New Risk Society
2. An Integrated Approach to Understanding Risk
3. Risk and the Interpersonal: Risky Relationships
4. Risk and the Family: Children and the Curbing of Activity
5. Risk and Public Life: the Terrorist Threat
6. The Risk Management of Everything
7. Accidents, Blame and the Culture of Inquiries
8. The Precautionary Principle
9. 'Compensation Culture'
10. Towards Global Risk Aversion?: The Case of Japan
11. Course Summary

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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

BA Sociology and associated programmes
BA Social Policy and associated programmes
Available as a wild module

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Critically analyse the key debates within the sociology of work.
- 8.2 Understand the key contribution sociology has made to the academic understanding of work.
- 8.3 Gain an appreciation of how sociological theory has helped to shape questions around work.
- 8.4 Be confident in using a range of approaches in order to understand and critique work.
- 8.5 Demonstrate enhanced understanding of how the sociology of work relates to a more general sociology.
- 8.6 Demonstrate strengthened awareness of how issues of economic life underpin other aspects of the sociological imagination.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate enhanced ability to identify and locate information in printed and electronic formats.
- 9.2 Develop strategies for working with others through collaborative essay workshops which will feature collective constructive critique of work of others.
- 9.3 Develop awareness of the research process and their role in developing their own essay question.
- 9.4 Communicate information and argument.
- 9.5 Use and apply sociological theories and concepts in an argument.
- 9.6 Reformulate social issues from the standpoint of sociological analysis.

Method of Assessment

Main assessment methods

Essay (5000 words) (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

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

Pre-requisites

None

Synopsis <span style =

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

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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	
1	Canterbury	Whole Year	H	15 (7.5)	Pass/Fail Only	
2	Canterbury	Whole Year	H	15 (7.5)	100% Coursework	

Availability

It is intended that where generic/elective credit can be used towards an undergraduate degree that the Kent Student Volunteering module should be credit bearing for an undergraduate programme. = This module can only be taken as an option if permitted by the course specification and with the agreement of the student's School.

Contact Hours

Total Contact Hours: 10

Placement Hours: 100

Private Study Hours: 40

Total Study Hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate systematic awareness and understanding of the issues and barriers surrounding volunteering;
- 8.2 Demonstrate advanced self-awareness of their skills and abilities and ability to manage the application of said skills to the wider working community;
- 8.3 Demonstrate awareness of the benefits and value of volunteering to the local and wider community;
- 8.4 Critically evaluate to an advanced level their own impact upon a volunteering placement;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate communication skills;
- 9.2 Demonstrate team work and interactive group skills as evidenced through working within a variety of volunteering placements to achieve group aims and goals;
- 9.3 Demonstrate leadership and motivation as evidenced through spear-heading and developing specific volunteering projects and managing their own teams of volunteers;
- 9.4 Demonstrate problem solving through the undertaking of self-led tasks and overcoming barriers to volunteering;
- 9.5 Demonstrate the ability to adapt to changing situations as evidenced by experiencing a variety of volunteering placements;
- 9.6 Demonstrate the ability to self-appraise and reflect on practice;
- 9.7 Demonstrate the ability to plan and manage learning as evidenced through completion of the extra self-directed study necessary to supplement placements.
- 9.8 Demonstrate the development and practical application of transferable skills.
- 9.9 Demonstrate the ability to manage and reflect critically on personal learning process.

Method of Assessment

Main assessment methods

100% coursework:

Portfolio (word count would depend on the portfolio contents) – 50% *

Essay (2000 words) – 50%

* Students must the portfolio to pass the module

Reassessment methods

100% Coursework

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. 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

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Synopsis *

This module 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

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

Availability

BA Cultural Studies and Media and associated courses

BA Sociology and associated courses

Available as an 'elective' module

Contact Hours

Total contact hours: 44

Private study hours: 246

Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Understand and critically evaluate the main dimensions of theoretical approaches towards the subjects under investigation.
- 9.2 Integrate diverse sources of cultural analysis and information and produce distinctive, coherent and detailed knowledge.
- 9.3 Critically analyse case studies with the assistance of interdisciplinary resources.
- 9.4 Think clearly about reading material including scholarly and primary resources and discussion and critically evaluate and express arguments informed by the literature in a variety of settings to different audiences.
- 9.5 Undertake independent accurate investigation and description, and develop logical arguments based on a critical understanding of the literature and express these arguments effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods

Coursework - Essay 1 (2250 words) - 25%

Coursework - Essay 2 (2250 words) - 25%

Examination (2 hours) - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

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Preliminary Reading

Fraser M & Greco M (eds) (2005) *The Body. A Reader*. London: Routledge
Shilling C (3rd edn. 2012) *The Body and Social Theory*. London: Sage
Shilling C (2005) *The Body in Culture, Technology and Society*. London: Sage
Shilling C (2008) *Changing Bodies*. London: Sage
Shilling, C. (2016) *The Body. A Very Short Introduction*. Oxford University Press.
Smith, J. (2017) *Embodiment. A History*. Oxford: Oxford University Press
Thomas H & Ahmed J (eds) (2004) *Cultural Bodies*. Oxford: Blackwell

Pre-requisites

None

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, transgender, sport, music, work and sleep. Embodiment is the enduring theme of this course, though, and we will explore its many dimensions via a range of disciplinary and interdisciplinary perspectives, and by asking and addressing a range of questions such as 'How and why has the body become increasingly commodified?', 'Why has the body become increasingly central to so many people's sense of self-identity?', 'If we live in a culture that has been able to intervene in the sizes, shapes and contents of the body like never before, have people have become less sure about what is 'natural' about the body, and about how we should care for and treat our bodily selves?'

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

Availability

BA Criminology and associated programmes
 BA Sociology and associated programmes
 BA Social Policy and associated programmes

Contact Hours

Total contact hours: 16
 Private study hours: 334 total (10 per week)
 Total study hours: 350

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
 On successfully completing the module students will be able to:

- 8.1 Identify a social research question.
- 8.2 Identify appropriate means of investigating selected research questions.
- 8.3 Test research question in terms of findings.
- 8.4 Demonstrate skill in understanding and putting into practice links between theory and research.
- 8.5 Demonstrate skill in systematically writing up the selection and investigation of, findings, and implications of a specified research question.

The intended generic learning outcomes.
 On successfully completing the module students will be able to:

- 9.1 Demonstrate bibliographic and computer search skills.
- 9.2 Demonstrate skill in critical thinking, analysis and synthesis, including ability to evaluate statements in relation to evidence, line of reasoning and implicit values.
- 9.3 Distinguish between technical, normative, moral and political questions.
- 9.4 Critically assess scholarly theory and data and their implications.

Method of Assessment

Main assessment methods

Coursework – interim submission (2,500 words) - 25%
 Coursework - dissertation (12,500 words) - 75%

Reassessment methods

100% coursework

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 beginners 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

SOCI6020 (SO602) Social Research Methods or an equivalent module (which may include SO546 Qualitative Social Research Methods for students on the 'with quantitative research minor programmes).

Synopsis *

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

2022-23 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	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BA Hons Criminal Justice & Criminology and BSc Social Sciences

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours : 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically assess restorative justice as an approach to crime from a national and international perspective.
- 8.2 Demonstrate in-depth knowledge and understanding relating to the evaluation of theoretically and empirically based arguments about restorative justice.
- 8.3 Develop a critical understanding of the links between restorative justice and traditional justice systems
- 8.4 Demonstrate knowledge and critical understanding of the social and cultural dimensions of criminal justice.
- 8.5 Demonstrate an ability to identify and make reasoned arguments based on research evidence and academic texts from a national and international perspective.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively synthesise key conceptual arguments coherently in a written form
- 9.2 Demonstrate ability to critically synthesise knowledge from different schools and disciplines of enquiry
- 9.3 Demonstrate enhanced research and organisational skills by using library e-journal and other on line resources

Method of Assessment

Main assessment methods

Coursework - Essay (2,500 words) - 50%

Examination (2 Hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

- McLaughlin, E. Fergusson, R. Hughes, G. and Westmorland, L. (2003) Restorative Justice: Critical Issues, Sage
- Gavrielides, T. (2015) The Psychology of Restorative Justice: Managing the Power Within. Surrey, Ashgate.
- Vanfraechem, I., Bolivar, D., and Aertsen, I. (2015) Victims and Restorative Justice. London: Routledge
- Johnstone, G. (2002) Restorative Justice: Ideas, Values, Debates, Willan publishing
- Crawford, A. and Newburn, T. (2003) Youth Offending and Restorative Justice: Implementing reform in youth justice, Willan publishing
- Weitekamp, E. and Kerner, H. (2002) Restorative Justice: Theoretical Foundations, Willan publishing
- Roche, D. (2003) Accountability in Restorative Justice, Oxford University Press
- Elliott, E., and Gordon, R. (2005) New Directions in Restorative Justice: Issues, practice, evaluation, Willan publishing
- Zehr, H. and Toews, B. (2004) Critical Issues in Restorative Justice, Criminal Justice Press Monsey, New York

Pre-requisites

None

Synopsis *

Restorative justice has emerged in recent years as a new way of thinking about how we should view and respond to crime. Restorative approaches are making significant inroads into criminal justice policy and practice and this module provides students with an opportunity to engage in an increasingly dynamic and interesting field in contemporary criminal justice. The main aim of this module is to provide students with a critical understanding of restorative justice. It explores key values, issues and debates in restorative justice set in the context of theoretical arguments and criminal justice policy and practice.

The module will open with the concepts and theoretical underpinnings of restorative justice and go on to explore restorative justice and offenders, restorative justice and victims, emotions in restorative justice, the role of the community and the role of the state. It will close with critical issues and debates in restorative justice and future directions.

Availability

BA Hons Criminal Justice & Criminology and BSc Social Sciences

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours : 150

Department Checked

11/03/2022

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically assess restorative justice as an approach to crime from a national and international perspective.
- 8.2 Demonstrate in-depth knowledge and understanding relating to the evaluation of theoretically and empirically based arguments about restorative justice.
- 8.3 Develop a critical understanding of the links between restorative justice and traditional justice systems
- 8.4 Demonstrate knowledge and critical understanding of the social and cultural dimensions of criminal justice.
- 8.5 Demonstrate an ability to identify and make reasoned arguments based on research evidence and academic texts from a national and international perspective.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively synthesise key conceptual arguments coherently in a written form
- 9.2 Demonstrate ability to critically synthesise knowledge from different schools and disciplines of enquiry
- 9.3 Demonstrate enhanced research and organisational skills by using library e-journal and other on line resources

Method of Assessment

Main assessment methods

Coursework - Essay (2,500 words) - 50%
Examination (2 Hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

McLaughlin, E. Fergusson, R. Hughes, G. and Westmorland, L. (2003) Restorative Justice: Critical Issues, Sage
Gavrielides, T. (2015) The Psychology of Restorative Justice: Managing the Power Within. Surrey, Ashgate.
Vanfraechem, I., Bolivar, D., and Aertsen, I. (2015) Victims and Restorative Justice. London: Routledge
Johnstone, G. (2002) Restorative Justice: Ideas, Values, Debates, Willan publishing
Crawford, A. and Newburn, T. (2003) Youth Offending and Restorative Justice: Implementing reform in youth justice, Willan publishing
Weitekamp, E. and Kerner, H. (2002) Restorative Justice: Theoretical Foundations, Willan publishing
Roche, D. (2003) Accountability in Restorative Justice, Oxford University Press
Elliott, E., and Gordon, R. (2005) New Directions in Restorative Justice: Issues, practice, evaluation, Willan publishing
Zehr, H. and Toews, B. (2004) Critical Issues in Restorative Justice, Criminal Justice Press Monsey, New York

Pre-requisites

None

Synopsis *

Restorative justice has emerged in recent years as a new way of thinking about how we should view and respond to crime. Restorative approaches are making significant inroads into criminal justice policy and practice and this module provides students with an opportunity to engage in an increasingly dynamic and interesting field in contemporary criminal justice. The main aim of this module is to provide students with a critical understanding of restorative justice. It explores key values, issues and debates in restorative justice set in the context of theoretical arguments and criminal justice policy and practice.

The module will open with the concepts and theoretical underpinnings of restorative justice and go on to explore restorative justice and offenders, restorative justice and victims, emotions in restorative justice, the role of the community and the role of the state. It will close with critical issues and debates in restorative justice and future directions.

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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	

Availability

BA Cultural Studies and Media and associated programmes

Contact Hours

Total contact hours: 10

Private study hours: 290

Total study hours: 300

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Identify a cultural studies object of inquiry and research question.
- 8.2 Identify appropriate means of investigating a selected research question.
- 8.3 Critically evaluate scholarship and ideas pertaining to a research question.
- 8.4 Understand and put into practice links between theory and research.
- 8.5 Systematically write up the selection and investigation of, findings, and implications of a specified research question.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate bibliographic and computer search skills.
- 9.2 Demonstrate skill in critical thinking, analysis and synthesis, including ability to evaluate statements in relation to evidence, reasoning and implicit values.
- 9.3 Articulate the connections between technical, normative, moral and political questions.
- 9.4 Assess critically, scholarly theory, hypotheses, theses and arguments and their implications.

Method of Assessment

Main assessment methods

Coursework – literature review (3000 words) - 20%

Project (12,000 words) (80%)

Reassessment methods

100% coursework

Preliminary Reading

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

Coombes H., (2001) *Research Using IT*, Basingstoke, Palgrave

Cottrell (2013) *The Study Skills Handbook*, Palgrave MacMillan

Crème & Lee (2003) *Writing at University*, Buckingham, Open University

Denscombe M. (2007) *The Good Research Guide*, New York, McGraw-Hill

Hart (2006), *Doing a Literature Review*, London, Sage

Restrictions

Stage 3 Students ONLY

Synopsis <span style =

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

SO684 Globalization and Development						
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	
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Optional module for
Sociology BA
Sociology joint honours bachelor degrees
Other Canterbury based SSPSSR bachelor degrees

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Demonstrate critical understanding of what is meant by 'globalization' and to be able to identify the multi-dimensional character of these phenomena.
- 8.2 Develop a clear conceptual understanding of the different spatial levels at which the term 'society' can be used.
- 8.3 Assess the extent and nature of global change, with reference to specific examples in the economic, political, and cultural spheres.
- 8.4 Demonstrate a critical understanding of issues and processes that confront contemporary 'global society' and the relationships between the Global North and South.
- 8.5 Discuss and critically evaluate competing 'globalization' theories and assess their adequacy with respect to the analyses of specific cases and policy dilemmas.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate highly developed skills in written debate, and in utilization of research and empirical data.
- 9.2 Gather library and web-based resources appropriate for final year degree study
- 9.3 Use relevant research evidence and data to construct a critical argument.

Method of Assessment

Main assessment methods

Coursework – essay (2500 words) – 50%
Examination (2 hours) – 50%

Reassessment methods

100% coursework

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.
McMichael, Phillip (2008) *Development and Social Change: A Global Perspective [Fourth Edition]*, London: Pine Forge Press.
O'Byrne Darren and Hensby, Alexander. 2011. *Theorizing Global Studies*. Basingstoke: Palgrave.
Scholte, Jan Aart (2005) *Globalization: A Critical Introduction*. Basingstoke: Palgrave MacMillan.
Schuller, Mark. (2012) *Killing with Kindness: Haiti, International Aid, and NGOs*. New Jersey: Rutgers University Press.

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.

2022-23 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	

Availability

BSc Social Sciences
BA Criminal Justice and Criminology

Contact Hours

Total contact hours: 32
Private study hours: 140 hours of voluntary work, 128 hours private study
Total study hours: 300

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Demonstrate enhanced 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.
- 8.2 Demonstrate a critical understanding of political and sociological theoretical perspectives upon 'civil society' and the 'third' sector.
- 8.3 Demonstrate an understanding of the concept of 'social justice' and the role of the 'third' / voluntary sector society.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate enhanced research and analytical skills, especially the ability to associate theory with practice.
- 9.2 Demonstrate developed problem-solving skills and critical awareness.

Method of Assessment

Main assessment methods

Presentation - 20%
Practice Journal - 30%
Assignment 1 (2500 words) - 25%
Assignment 2 (2500 words) - 25%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Kendall, J. (2003) *The Voluntary Sector: Comparative Perspectives in the UK*. London: Routledge.
Musick, M. and Wilson, J. (2007) *Volunteers: A Social Profile*. Bloomington: Indiana University Press.
Rochester, C., Ellis Paine, A. and Howlett, S. (2011) *Volunteering and Society in the 21st Century*. London: Palgrave.

Pre-requisites

None

Restrictions

Students cannot do this module and SOCI7050 (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 usually in Kent or Medway during the academic year.

2022-23 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)	100% Coursework	
1	Medway	Whole Year	H	30 (15)	50% Coursework, 50% Exam	

Availability

Optional module to BA (Hons) Criminal Justice & Criminology BSc (Hons) Social Sciences (Medway)

Contact Hours

Total Contact Hours: 44

Private Study Hours: 256

Total study hours:- 300

Department Checked

yes - LSSJ -29/09/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically assess how and why crime has become such an important issue on the political agenda
- 8.2 Understand and critically analyse different political perspectives on criminal justice
- 8.3 Analyse the implications of political agendas for criminal justice policy making
- 8.4 Critically analyse the criminal justice policy making process

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in written communication, utilising research, empirical data and information technology
- 9.2 Apply critical judgement to problems and debates
- 9.3 Independently access a range of suitable library and web-based resources for final year study and make judgements about the merits of the material obtained

Method of Assessment

Main assessment methods

Essay - 2,500 essay: 50%

Exam – three hours: 50%

Reassessment methods

100% Coursework

Preliminary Reading

Annison, 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

Available to students in 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 topics such as terrorism, dangerous offenders, penology 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 the manner in which 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.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

BA Criminology and associated programmes
 BA Cultural Studies and Media and associated programmes
 BA Sociology and associated programmes

Contact Hours

Total contact hours: 22
 Private study hours: 128
 Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
 On successfully completing the module students will be able to:

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

The intended generic learning outcomes.
 On successfully completing the module students will be able to:

- 9.1 Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits accurately
 utilising techniques for analysing research and empirical data.
- 9.2 Synthesise and critically evaluate the theoretical contributions of different schools and disciplines of enquiry.
- 9.3 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

Main assessment methods

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

Reassessment methods

100% coursework

Preliminary Reading

Blackman S (2004) Chilling Out: the Cultural Politics of Substance Consumption, Youth and Drug Policy. Maidenhead: Open University Press
 Gelder K & Thornton S (Eds) (1997) The Subcultures Reader. London: Routledge
 Manning P (2007) Drugs and Popular Culture: Drugs, Media and Identity in Contemporary Society. Cullompton: Willan
 South N (1999) Drugs: Cultures, Controls and Everyday Life. London: Sage
 Thornton S (1995) Club Cultures: Music, Media and Subcultural Capital. Cambridge: Polity Press

Pre-requisites

None

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 the theoretical arguments underpinning the major debates in this field and up-to-date research will be drawn upon throughout.

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

Availability

Optional module for SSPSSR bachelor degrees including:-
Social Policy BA and Social Policy joint honours degrees
Sociology BA and Sociology joint honours degrees

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Describe and assess a range of theoretical accounts of the significance of the changing character of the contemporary family
- 8.2 Understand the social, economic and cultural dimensions of the family.
- 8.3 Be familiar with debates about the nature of the relationship between modernity and 'the family', including through discussion of the idea of 'obligation'.
- 8.4 Demonstrate an understanding of the changeability of 'the family'.
- 8.5 Be familiar with contemporary social research on the family and family policy.
- 8.6 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.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Conduct research, by using library e-journal and other on-line resources
- 9.2 Present arguments in oral form, through developing skills in seminar discussion and debate
- 9.3 Organise information in a clear and coherent manner, through essay writing, and discussion of completed essays in seminars and module
convenor office hours
- 9.4 Demonstrate critical thinking, analysis and synthesis, through application of sociological theory and research evidence to understandings
of social problems and policy responses

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 40%
Coursework – seminar participation – 5%
Coursework presentation – 15%
Examination (2 hours) – 40%

Reassessment methods

100% coursework

Preliminary Reading

Chambers, D. 2012. A Sociology of Family Life. Polity Press
Lee, E, Bristow, J. Faircloth, J.C. and Macvarish, J. 2014. Parenting Culture Studies. Palgrave
Segalen, M. 1996. A History of the Family Vol.2. Harvard University Press.
Hays, S. 1996. The Cultural Contradictions of Motherhood. Yale University Press
Hendrick, H.(ed). 2005. Child welfare and social policy an essential reader. Policy Press
Smart, C. 2007. Personal Life. Polity Press

Pre-requisites

None

Restrictions

None

Synopsis */

The following areas will be covered:

- 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

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SO706 Crime and Punishment in England, 1750-1900						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
2	Medway	Spring	I	15 (7.5)	100% Coursework	

Availability

Runs every Year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ -08/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. 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 from 1750-1900 to the present day.
2. Demonstrate understanding of the relationship between the principles underlying criminal justice and the policies adopted by the state during the given period.
3. Demonstrate critical understanding of the origins and historical development of criminal justice policy and institutions.
4. Possess awareness of the role played by the voluntary sector, pressure groups and political influences in shaping official responses to crime.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate enhanced skills in communication and in critical evaluation.
2. Demonstrate enhanced research skills
3. Successfully apply critical judgement to problems and debates through written assignments and seminar work
4. Independently obtain a range of suitable library and web-based resources for second year study and use available evidence to construct an argument
5. Evaluate and analyse different forms of data, including statistics

Method of Assessment

Main assessment methods

Coursework - assignment 1 (1500 words) – 50%

Coursework - assignment 2 (1500 words) – 50%

Reassessment methods

100% coursework

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

None

Synopsis *

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

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.

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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

Optional module for SSPSSR bachelor degrees including BA Sociology and Sociology joint honours bachelor degrees

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150 hours

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the key actors, social structures and evolving state-society relations in modern China.
- 8.2 Have insight into the domestic and global context which shaped contemporary China's general social mindsets.
- 8.3 Comprehend key Chinese sociological concepts and be able to apply different sociological theories in analysing pop cultures, news items, research evidence and official data.
- 8.4 Critically evaluate the assumptions of major sociological theories in relation to contemporary social processes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Have developed enhanced communication skills through essays and seminars.
- 9.2 Have developed the ability to search and critically evaluate research data, including web-based materials.
- 9.3 Possess skills in synthesising case, theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Coursework –essay (2000 words) – 40%
Coursework – essay (2500 words) – 50%
Coursework –seminar presentation – 10%

Reassessment methods

100% coursework

Preliminary Reading

Barr, M (2011) *Who's Afraid of China?* Zed Books
Bergstrom, M (2012) *All Eyes East: Lessons from the Front Lines of Marketing to China's Youth.* Palgrave Macmillan
Fei, X (1992) *From the Soil: The Foundations of Chinese Society.* University of California Press
Gittings, J (2006) *The Changing Face of China: From Mao to Market.* Oxford University Press
Hansen, M. H., & Svarverud, R. (2010). *iChina: The rise of the individual in modern Chinese society.* NIAS Press.
Shirk, S.L (2011) *Changing Media, Changing China.* Oxford University Press
Stockman, N (2000) *Understanding Chinese Society.* Polity Press
Vine, R (2011) *New China New Art.* Prestel
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
Zhang, J.Y (2012) *The Cosmopolitanization of Science: Stem Cell Governance in China.* Palgrave Macmillan

Pre-requisites

None

Synopsis */

This module 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 module 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. The bulk of the module will explore a range of contemporary issues, which include:

- One country, two systems and four worlds: Diversity and social gaps in modern China
- The broken 'iron rice bowl': Social mobility and the 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

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Optional module for Criminology BA and other SSPSSR undergraduate Canterbury bachelors degree programmes

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Department Checked

28/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Appreciate the foreground phenomenological dynamics of war and genocide;
- 8.2 Demonstrate 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;
- 8.3 Understand and be able to critically evaluate key perspectives on organized mass atrocity/killing and the socio-cultural conditions which
 - facilitate it;
- 8.4 Understand the range of interpretive mechanisms for denying, minimizing, 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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in presentation and debate, both verbal and written, and in utilization of research and empirical data
- 9.2 Synthesize items of knowledge from different schools and disciplines of inquiry
- 9.3 Demonstrate advanced research skills through library investigation, critical debate and essay writing
- 9.4 Demonstrate skills in reading and disseminating complex empirical and theoretical material
- 9.5 Demonstrate skills in group working

Method of Assessment

Main assessment methods

Coursework - assignment 1 (1500 words) – 30%
Coursework - assignment 2 (3000 words) – 70%

Reassessment methods

100% coursework

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

None

Restrictions

Third year students only.

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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? Correspondingly, 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.

SO711 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	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Availability

Criminology BA
 Criminology and Sociology BA,
 Criminology and Law BA
 Criminology and Social Policy BA
 Criminology and Cultural Studies BA
 Sociology BA
 Optional module for the above and for other SSPSSR bachelor degree courses

Contact Hours

Contact hours: 22
 Private study hours: 128
 Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a critical understanding of recent developments and contemporary debates on imprisonment and penal policy
- 8.2 Apply different sociological theories to the critical analysis of key issues in the field of imprisonment and penal policy
- 8.3 Critically evaluate research evidence regarding the sociology of imprisonment, engaging directly with research materials and official data

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in presentation and debate including being able to effectively articulate complex information and concepts
- 9.2 Utilise research data, including critically analysing data and policy documents
- 9.3 Demonstrate sociological analytical skills, including interrogating abstract concepts, assumptions, and arguments regarding society

Method of Assessment

Main assessment methods
 Coursework - short answer questions 15%
 Coursework - essay (3000 words) – 85% **

** Students must pass this element to pass the module.

Reassessment methods

100% coursework

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Preliminary Reading

Bottoms, A. Rex, s. and Robinson, G., 2004, Alternatives to Prison, Cullompton, Willan.
Carlen, P. and Worrall, A., 2004, Analysing Women's Imprisonment, Cullompton, Willan.
Cullen, F., 2012, Reaffirming Rehabilitation, Oxford, Elsevier Science Publishing
Currie, E., 2013, Crime and Punishment in America, New York, Picador Books
Foucault, M., 1991, Discipline and Punish: The Birth of the Prison, London, Penguin
Goffman, E., 2007, Asylums: Essays on the Social Situation of Mental Patients and Other Inmates. , London, Aldine Transaction
Matthews, R., 2009, Doing Time: An Introduction to the Sociology of Imprisonment, Basingstoke, Palgrave/Macmillan
Matthews, R., 1999, Imprisonment, Brookfield, Ashgate
Parenti, C., 1999, Lockdown America: Police and Prisons in the Age of Crisis, London, Verso
Rusche, G. and Kirchheimer, O., 2003, Punishment and Social Structure, New Brunswick, Transaction Publishers
Tonry, M., 2004, The Future of Imprisonment, Oxford, Oxford University Press

Pre-requisites

Pre-requisite - SOCI5360 (SO536) Criminal Justice in Modern Britain: Development, Issues and Politics

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 covered will include:

- The historical development of imprisonment
- An investigation of the growing 'crisis' of imprisonment
- An examination of the reasons for the growth of imprisonment in both the UK and America
- The imprisonment of women and ethnic minority groups.
- An exploration of issues impacting on the experience of imprisonment
- A discussion on the future of imprisonment

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

Availability

Particular relevance to the BA (Hons) Sociology

Contact Hours

22 hours contact time

Total study hours including weekly preparation and the research and writing of the extended essay involve approximately 128 hours, making an overall total of 150 hours for the module.

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a systematic understanding of key problems, debates, and approaches in urban sociology.
- 8.2 Critically evaluate writings on key themes and issues in this field at an advanced level.
- 8.3 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.
- 8.4 Demonstrate higher level sociological analytical skills

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Present arguments in writing through exams and essay writing, and orally through delivering and responding to seminar discussion
- 9.2 Demonstrate advanced skills in organising information clearly and coherently digest and disseminate complex theoretical material

Method of Assessment

Students will be assessed on the basis of one 3000-3500 word essay (40% of total weighting), seminar participation (20% of total weighting), and exam (40% of total weighting). This means that the coursework/exam split of the module will be 60/40. The essay will allow the students to demonstrate their understanding of the knowledge they have received through lectures and focused independent study. The final part of the coursework assessment, the mark awarded for seminar participation, is there to encourage students to prepare for, attend, and actively participate in seminar discussions. The mark for this element will be agreed between the seminar leader and module convenor in accordance with a set criteria involving checking individual students attendance, and observing their level of preparation for, and active participation in seminar discussions.

- 1 x 3,000 – 5,000-word Essay - 40%
- Seminar Participation - 20%
- 1 x 2-hour Exam - 40%

Reassessment methods

100% Coursework

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

BSc Social Sciences and associated programmes

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate enhanced communication skills, evidenced through their participation in group work, seminar discussions and essay writing.
- 9.2 Demonstrate developed skills in finding and using library and internet resources.
- 9.3 Demonstrate developed and enhanced skills in working collaboratively in teams.
- 9.4 Demonstrate developed and enhanced skills in synthesizing theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Argumentative Essay (3000 words) - 80%

Seminar Participation - 20%

Reassessment methods

Reassessment Instrument: 100% coursework

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.

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

Availability

BSc Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate detailed knowledge of the importance of a critical, social scientific approach to the public sphere in Britain.

8.2 Demonstrate an advanced conceptual understanding of the British political system and public sphere, and its development.

8.3 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.

8.4 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.

8.5 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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate enhanced communication skills, evidenced through their participation in group work, seminar discussions and essay writing.

9.2 Demonstrate enhanced skills in finding and using library and internet resources.

9.3 Demonstrate enhanced skills in working collaboratively in teams.

9.4 Demonstrate enhanced skills in synthesizing theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Group Presentation - 20%

Essay (3000 words) - 80%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

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

Deakin, N., 2001, In Search of Civil Society. Basingstoke: Palgrave

Edwards, M., 2009, Civil Society. Cambridge: Polity

Faulks, K., 2000, Citizenship. London: Routledge

Faulks, K. , 1998, Citizenship in Modern Britain. Edinburgh: Edinburgh University Press

Halpern, D., 2005, Social Capital, Oxford: Polity

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

Manchester: Manchester University Press

Ishkanian, A. and S. Szreter, 2012, The Big Society Debate: A New Agenda for Social Welfare. Cheltenham: Edward Elgar

Pre-requisites

None

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:

1. Introduction to the British political system and structure
2. The state
3. Non-state actors and agents
4. Civil society
5. Social capital
6. Citizenship
7. Devolution and the 'new localism'
8. Web 2.0, the media and the British public sphere
9. The Big Society

2022-23 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	

Availability

Sociology single and joint honours bachelor degrees - compulsory module

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Articulate an awareness of the range of key sociological theories and concepts as featured in contemporary arenas of debate

8.2 Critically understand the contexts and problems for which sociological theories are developed

8.3 Apply key concepts to the phenomena that sociological theorists seek to explain

8.4 Demonstrate a critical understanding of the theorists that are recognised as 'contemporary' relevance to sociology

8.5 Demonstrate a critical understanding of how theoretical ideas are shaping the discipline of sociology

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate a detailed knowledge of the underlying concepts and principles associated with their area(s) of study

9.2 Evaluate and interpret these within the context of that area of study

9.3 Develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

9.4 Express themselves well, orally and in writing

9.5 Plan work and study independently

Method of Assessment

Main assessment methods

Coursework - seminar participation - 20%

Coursework - essay outline (500 words) - 20%

Coursework - essay (3000 words) - 60%

Reassessment methods

100% coursework

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

Pre-requisite – SOCI4080 (SO408) Sociological Theory: The Classics

Synopsis <span style =

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

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

Availability

Available 2016/17

Contact Hours

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

Department Checked

Yes

Learning Outcomes

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

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

Method of Assessment

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

Preliminary Reading

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

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

Pre-requisites

None

Restrictions

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

Synopsis *

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

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

Availability

Available 2015/16

Contact Hours

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

Learning Outcomes

Subject specific learning outcomes:

On completion of this module, students will:

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

Generic learning outcomes:

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

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

Method of Assessment

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

Preliminary Reading

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

Pre-requisites

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

Restrictions

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

Synopsis *

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

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

Availability

Available 2015/16

Contact Hours

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

Learning Outcomes

Subject-specific learning outcomes:

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

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

Generic key skills:

On successful completion of this module students will have learnt:

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

Method of Assessment

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

Restrictions

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

Synopsis *

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

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

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

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SO734 Research and Evaluation Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	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.

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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.

SO736 Sociology of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Cultural Studies and Media BA
 Cultural Studies joint-honours BA degrees
 Sociology BA
 Sociology joint-honours BA degrees

Contact Hours

Total contact hours: 22
 Private study hours: 128
 Total study hours: 150

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
 On successfully completing the module students will be able to:

- 8.1 Consolidate knowledge about how religion shapes human identities and social relationships
- 8.2 Demonstrate in-depth appreciation of how religion constitutes a basis for the creation, reproduction and transformation of society and culture
- 8.3 Conceptualise the relationship between practice and belief in the contemporary era
- 8.4 Demonstrate systematic understanding of some of the major sociological theories which have explored the relationship between religion and society
- 8.5 Apply knowledge about how religious practices might be implicated in the construction, maintenance and reproduction of social inequalities
- 8.6 Critically evaluate the area of 'religious body pedagogics' as explored through competing notions of the habitus
- 8.7 Conceptualise the relationship between religious experience and different modes of materiality and media

The intended generic learning outcomes.
 On successfully completing the module students will be able to:

- 9.1 Understand and critically evaluate the main dimensions of theoretical approaches towards the subjects under investigation
- 9.2 Interrogate and integrate diverse sources of sociological and cultural analysis and information and produce distinctive knowledge
- 9.3 Analyse case studies with the assistance of interdisciplinary resources,
- 9.4 Think critically about reading material and discuss and express arguments informed by the literature in a seminar setting
- 9.5 Undertake accurate investigation and description, and develop logical arguments based on an understanding of the literature and express these arguments clearly in a written format

Method of Assessment

13.1 Main assessment methods
 Coursework – essay (2250 words) - 50%
 Examination (2 hours) – 50%

13.2 Reassessment methods
 100% coursework

Preliminary Reading

Butler, J. et al. (2011) *The Power of Religion in the Public Sphere*. Columbia University Press
 Casanova, J. (1994) *Public Religions in the Modern World*. Chicago: Chicago University Press
 Davie, G. (2013) *The Sociology of Religion*. London: Sage. Chapter 1.
 De Vries, H. (2008) (ed.), *Religion. Beyond a Concept*. New York: Fordham University Press
 Mellor, P.A. and Shilling, C. (2014) *Sociology of the Sacred*. London: Sage.

Pre-requisites

None

Synopsis <span style =

This module covers key issues and debates in the sociology of religion in order to interrogate the significance of religious faith and belief in the modern world. After an introductory lecture, the module is organised into two closely 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' and also 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 in some detail core issues concerned with and associated with the secularisation debate. Here, we look not only at conventional arguments concerning secularisation and de-secularisation, but also at the significance of 'the return of the sacred' in society, civil religion, the material experience of religion, and the manner in which religious identities and habits are developed in the contemporary world. This enables us to develop new perspectives on the viability of religion in current times.

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

Availability

BA Sociology and associated programmes
BA Cultural Studies and Media and associated programmes
Available as a wild module

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

28/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Demonstrate an in-depth understanding of the changing role and consumption of literature(s) in contemporary society, in our media obsessed society.
- 8.2 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.
- 8.3 Achieve an in-depth and critical understanding of some of the key texts associated with disparate genres of literature.
- 8.4 Critically analyse how social class, ethnicity, gender, age, and sexuality may influence how readers read and understand texts, at different historical moments and places.
- 8.5 Achieve 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.
- 8.6 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.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge.
- 9.2 Demonstrate written communicative skills through essays.
- 9.3 Demonstrate oral communicative skills through seminars participation.
- 9.4 Critically assess the argumentation and reasoning of authors.
- 9.5 Manage their own learning.
- 9.6 Engage in independent thinking and critical analysis.

Method of Assessment

Main assessment methods

Essay (3000 words) (40%)
Seminar Participation (10%)
Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

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

Pre-requisites

None

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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.

SO742 Emotion, Media and Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Cultural Studies and Media BA
Cultural Studies joint honours bachelor degrees
Sociology BA
Sociology joint honours bachelor degrees

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

28/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

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

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Understand and critically evaluate the main dimensions of theoretical approaches towards the subjects under investigation
- 9.2 Interrogate and integrate diverse sources of sociological, cultural and media analysis and information and produce distinctive knowledge
- 9.3 Analyse case studies with the assistance of interdisciplinary resources
- 9.4 Think critically about reading material and discuss and express arguments informed by the literature in a seminar setting
- 9.5 Undertake accurate investigation and description, and develop logical arguments based on an understanding of the literature and express these arguments clearly in a written format
- 9.6 Work cooperatively with others in seminar groups

Method of Assessment

Main assessment methods

Coursework - Assignment (2500 words) – 40%
Coursework - Portfolio (2500 words) – 50%
Coursework - Seminar participation – 10%

Reassessment methods

Reassessment instrument - 100% coursework

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).

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Pre-requisites

None

Synopsis *

This 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

BA Criminology and associated programmes

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 demonstrate knowledge of the prison as a key institution in the criminal justice system;
- 8.2 demonstrate knowledge and critical understanding of theoretical debates relating to justice;
- 8.3 demonstrate up to date knowledge and a critical understanding of a selection of issues in criminal justice;
- 8.4 demonstrate knowledge of the principles that underlie criminal justice policies;
- 8.5 demonstrate identification, use and application of criminological theory to analyse crime and the response to crime;
- 8.6 critically evaluate social science arguments and evidence;
- 8.7 seek solutions to crime and criminal behaviour.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 gather, process and offer a critical reflection from their class engagement and interaction;
- 9.2 demonstrate succinct and focussed writing skills relating to the production of critically reflective papers;
- 9.3 plan workload and manage time;
- 9.4 reflect on the development of interpersonal/teamwork skills;
- 9.5 demonstrate experience of giving presentations;
- 9.6 demonstrate an ability to communicate ideas and arguments, particularly in spoken form;
- 9.7 demonstrate sensitivity to the values and interests of others and the dimensions of difference.

Method of Assessment

Main assessment methods

Coursework (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

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

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

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

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

Pre-requisites

None

Restrictions

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

Synopsis *

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

The curriculum will be divided into four parts as follows:

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

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SO748 Placement: The Practice of Quantitative Social Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Availability

Compulsory in any course that includes 'with Quantitative Research')

Contact Hours

Total contact hours: 10

Private study hours: 200 hours research placement, 90 hours private study

Total study hours: 300

Department Checked

Yes - LSSJ - 14/09/2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically understand the difference between quantitative research in theory and quantitative research in practice.
- 8.2 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.
- 8.3 Conduct quantitative research in an applied setting
- 8.4 Report on quantitative analyses, to both technical and non-technical audiences.
- 8.5 Demonstrate an ability to reflect on their own position as a quantitative analyst in an applied setting.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate communication and information presentation skills.
- 9.2 Conduct research to meet the needs of a research project, including team working with those who do not have technical research skills.
- 9.3 Demonstrate problem-solving skills and adaptability to changing situations.
- 9.4 Self-appraise and reflect on practice.

Method of Assessment

Main assessment methods

Coursework – Research report (8000 Words) –70% *

Coursework -problem sets –30%

* Students must pass the 'Research report' to pass the module overall.

Reassessment methods

Reassessment Instrument: 100% coursework

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

Pre-requisites

Co-requisite - SOCI5012 (SO5012) Analysing data in the Real World

Restrictions

This module is ONLY available to students taking 'Q-Step minor' bachelor degrees (any course that includes 'with Quantitative Research' in the title)

Synopsis *

This module will involve students undertaking quantitative research in a real world setting, while simultaneously reflecting on the process of undertaking real-life quantitative research (through a log), culminating in an assessed report on their work. This real world setting can be of the form of an individual research project, working in a support role with an academic or within a placement organisation. Students will receive support by a supervisor and receive lectures covering such topics as:

- Turning an organisation's ideas into a viable research project;
- 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).

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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	

Availability

Core module for Cultural Studies/Cultural Studies and Media programmes including those listed below. Optional module for other SPSSR programmes

Cultural Studies and Media BA
Cultural Studies and Comparative Literature BA
Cultural Studies and Journalism BA
Cultural Studies with Journalism BA
Cultural Studies and Comparative Literature BA
Criminology and Cultural Studies BA
Cultural Studies and Social Anthropology BA
Film and Cultural Studies BA

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Use various theoretical approaches to popular culture, media and mediated communications.
- 8.2 Engage in a range of critical debates surrounding media and popular cultural production and consumption.
- 8.3 Examine how social critique and media culture interact and cross-inform each other.
- 8.4 Understand a number of social and cultural issues concerning the integration of media technologies into everyday life.
- 8.5 Develop a critical understanding of processes of mediation and remediation in the narrative construction of personal and collective identities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Critically evaluate varied multidisciplinary theoretical and analytical approaches to the subjects and materials examined.
- 9.2 Analyse and contextualise theoretical and empirical case studies within both the module's key themes and a broader academic discourse.
- 9.3 Draw on relevant materials and analytical tools to develop considered arguments and evaluations, and be able to present these clearly in oral and written forms.

Method of Assessment

Main assessment methods

Assignment 1 (essay) - 45%
Essay/assignment 2 (essay) - 45%
Seminar – 10%

Reassessment methods

100% coursework

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

Pre-requisites

None

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	

Availability

BA Criminal Justice and Criminology
BSc Social Sciences

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 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.
- 8.2 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.
- 8.3 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.
- 8.4 Demonstrate knowledge of conceptual approaches to research into youth crime and violence and how these translate into criminal justice policy and practice.
- 8.5 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.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Essay (2500 words) (50%)
Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

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

Pre-requisite - SOC13290 (SO329) Introduction to Criminology and Criminal Justice

Synopsis *

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

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Availability

BA Criminal Justice and Criminology
BSc Social Sciences

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 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.
- 8.2 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.
- 8.3 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.
- 8.4 Demonstrate knowledge of conceptual approaches to research into youth crime and violence and how these translate into criminal justice policy and practice.
- 8.5 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.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Essay (2500 words) (50%)
Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

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

Pre-requisite - SOCI3290 (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.

SO752		Britain on Film				
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	

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Availability

Optional module for
BSc Social Sciences
BA Criminal Justice & Criminology
Also available as a wild/elective module

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

28/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 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
- 8.2 Critically and systematically apply a range of disciplinary approaches to the reading of images, and relate cultural production to economic,
political and social forces
- 8.3 Demonstrate a systematic understanding of the role of the visual in the historical analysis of social problems and cultural perceptions
- 8.4 Accurately deploy visual sources to communicate knowledge and ideas

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in verbal and written communication, drawing upon research and using appropriate information technology
- 9.2 Independently research and obtain a range of library and web-based resources as appropriate.
- 9.3 Critically evaluate library and web-based resources and utilise judiciously in coursework of all varieties
- 9.4 Draw upon their interdisciplinary knowledge in critical evaluation
- 9.5 Demonstrate a critical and systematic understanding of complex concepts

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 70%
Coursework – analytical assignment (2000 words) – 30%

Reassessment methods

100% coursework

Preliminary Reading

Aldridge, Mark, *The Birth of British Television: A History* (Basingstoke: Palgrave, 2012)
Barr, Charles *All Our Yesterdays: 90 Years of British Cinema* (London: BFI, 1986)
Chapman, James, *A New History of British Documentary* (Basingstoke: Palgrave, 2015)
Crisell, Andrew, *An Introductory History of British Broadcasting* (London: Routledge, 2002)
Schaffer, Gavin, *The Vision of a Nation: Making Multiculturalism on British Television, 1960-1980* (Basingstoke: Palgrave, 2014)
Street, Sarah, *British National Cinema*, (London: Routledge, 2009)

Pre-requisites

None

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.

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

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Availability

BA Criminal Justice and Criminology and BSc Social Sciences

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and critical understanding of classical and contemporary debates on victims of crime, including the intersections between age, gender, race, ethnicity and class.

8.2 Demonstrate knowledge and critical understanding of key political and theoretical debates within the study of victimology, including questions of inequality, and be able to apply these to criminology and other criminal justice areas.

8.3 Demonstrate an ability to critically appraise the criminal justice response to victims of crime and evaluate the impact of national and international responses.

8.4 Demonstrate knowledge of conceptual approaches to research into victimisation and how these translate into criminal justice policy and practice.

8.5 Demonstrate an ability to identify and evaluate empirical political and academic material on victimisation including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within victimology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Effectively compare and contrast different kinds of empirical research.

9.2 Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.

9.3 Locate and assess academic and policy sources to develop a balanced argument.

9.4 Synthesise key conceptual arguments coherently in written form.

Method of Assessment

Main assessment methods

Essay (2500 words) - 50%

Examination, 2 hour - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

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

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

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

Pre-requisites

None

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.

Availability

BA Criminal Justice and Criminology and BSc Social Sciences

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

11/03/2022

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of classical and contemporary debates on victims of crime, including the intersections between age, gender, race, ethnicity and class.
- 8.2 Demonstrate knowledge and critical understanding of key political and theoretical debates within the study of victimology, including questions of inequality, and be able to apply these to criminology and other criminal justice areas.
- 8.3 Demonstrate an ability to critically appraise the criminal justice response to victims of crime and evaluate the impact of national and international responses.
- 8.4 Demonstrate knowledge of conceptual approaches to research into victimisation and how these translate into criminal justice policy and practice.
- 8.5 Demonstrate an ability to identify and evaluate empirical political and academic material on victimisation including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within victimology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Essay (2500 words) - 50%

Examination, 2 hour - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

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

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

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

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

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

Pre-requisites

None

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.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

BA Criminology and associated programmes
BA Sociology and associated programmes
BA Social Policy and associated programmes
BA Cultural Studies and Media and associated programmes
Available as a 'wild' module

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 8.1 Develop a critical understanding of the process of migration, its diversity and consequences for sending and receiving societies
- 8.2 Demonstrate knowledge and critical understanding of the key theories and concepts deployed to analyse contemporary processes of migration, transnationalism and diaspora
- 8.3 Relate processes of migration and transnationalism to wider sociological debates on the politics of social and cultural belonging
- 8.4 Demonstrate a clear appreciation of the extent to which migration raises complex questions of nationality and citizenship in global societies
- 8.5 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:

- 9.1 Critically evaluate varied multidisciplinary theoretical and analytical approaches
- 9.2 Analyse and contextualise theoretical and empirical case studies
- 9.3 Draw on relevant materials and analytical tools to develop considered arguments and evaluations
- 9.4 Effectively articulate complex arguments in written form, including the ability to structure information in a coherent manner.

Method of Assessment

Main assessment methods

Essay (2500 words) (50%)
Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

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, belonging 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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SO757 Social Policy in Global Contexts						
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

BSc Social Sciences
BA Criminal Justice and Criminology

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

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

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 9.1 Apply a critical understanding of concepts and theories to examine ways to improve practice
- 9.2 Use methods to interpret and critically analyse primary and secondary data
- 9.3 Effectively communicate knowledge and ideas.

Method of Assessment

Main assessment methods

Coursework (Essay) 3000 words - 50%
Coursework (Policy Analysis Report) 2000 words - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

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
Farnsworth, K., & Irving, Z. (Eds.). (2015). *Social Policy in Times of Austerity: Global Economic Crisis and the New Politics of Welfare*. Policy Press.
Lister, R. (2010). *Understanding theories and concepts in social policy*. Policy Press
Lupton, R., Hills, J., Burchardt, T., Stewart, K., & Vizard, P. (Eds.). (2016). *Social Policy in a Cold Climate: Policies and Their Consequences since the Crisis*. Policy Press.
Yeates, N., & Holden, C. (2009). *The global social policy reader*. Policy Press

Restrictions

Available for stage students only

Synopsis *

This module encourages students to take an international view of social policy, beyond the nation state, and to develop understanding of the global links and comparisons that can be used to consider welfare in this way.

Introductory lectures and seminars will present 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	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

BA (Hons) Criminology and joint honours Criminology courses – optional module

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

11/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate communication skills in presentation and debate, and in utilization of research and empirical data (including quantitative sources).
2. Synthesise the theoretical contributions of different disciplines of enquiry.
3. Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits and use the available evidence to construct an argument.

Method of Assessment

Main assessment methods

Coursework - 3500 Word essay: 80%*

Coursework - Seminar participation: 20%

* This component is pass compulsory

Reassessment methods

100% coursework

Preliminary Reading

Button, M., & Cross, C. (2017). *Cyber Frauds, Scams and Their Victims*. London/New York, Routledge, Taylor & Francis.

Martellozzo, E., & Jane, E. A. (Eds.). (2017). *Cybercrime and Its Victims*. London/New York, Routledge, Taylor & Francis.

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

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

Pre-requisites

None

Restrictions

Can ONLY be taken by students on single or joint honours Criminology courses

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.

Availability

BA (Hons) Criminology and joint honours Criminology courses – optional module

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

11/03/2022

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate communication skills in presentation and debate, and in utilization of research and empirical data (including quantitative sources).
2. Synthesise the theoretical contributions of different disciplines of enquiry.
3. Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits and use the available evidence to construct an argument.

Method of Assessment

Main assessment methods

Coursework - 3500 Word essay: 80%*

Coursework - Seminar participation: 20%

* This component is pass compulsory

Reassessment methods

100% coursework

Preliminary Reading

Button, M., & Cross, C. (2017). *Cyber Frauds, Scams and Their Victims*. London/New York, Routledge, Taylor & Francis.

Martellozzo, E., & Jane, E. A. (Eds.). (2017). *Cybercrime and Its Victims*. London/New York, Routledge, Taylor & Francis.

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

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

Pre-requisites

None

Restrictions

Can ONLY be taken by students on single or joint honours Criminology courses

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

The module will be available as an optional module for SSPSSR Stage 2 students progressing to Stage 3 on all core sociology, social policy, criminology and cultural studies undergraduate programmes, and as a wild module for other Kent students (subject to available places). There will be a reserve list if the total number of places is filled. Students will be informed that they risk losing some of their travel and accommodation if they withdraw from the module at short notice.

Contact Hours

The module will be taught by lectures, seminar style discussions, group work, practical exercises, field trips, urban walks and private study.

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

23/03/2022

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the principles and ethical implications of the design and conduct of ethnographic research
- 8.2 Undertake effective observation with an awareness of different practices of looking
- 8.3 Appreciate the value of using multi-sensory research tools in different urban settings
- 8.4 Demonstrate capacity to interpret specific urban practices in everyday life
- 8.5 Apply relevant concepts and theories to practical observations of social, cultural, economic, affective and material life in the city
- 8.6 Understand the city as a site for the development of sociological, criminological, cultural and urban theory

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Critically evaluate social science evidence and arguments based on ethnographic research
- 9.2 Demonstrate skills in collaboration and communication, including the recognition of others and the constructive critique and discussion of different perspectives
- 9.3 Demonstrate awareness of themselves as reflexive, embodied and emplaced researchers
- 9.4 Bring together appropriate library and web-based resources with empirical data in project work

Method of Assessment

Main assessment methods

Individual Project Report – 4,000 words: 70%

Group Presentation – 15 minutes: 20%

Participation: 10%

Reassessment methods

Reassessment Instrument = 100% coursework:

Preliminary Reading

Atkinson, Paul (2014) *For ethnography*, London: Sage

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

Back, Les (2007) *The Art of Listening*, Oxford: Berg

Coffey, Amanda (1999) *The ethnographic self: fieldwork and the representation of identity*, London: Sage

Ferrell, Jeff, Hamm, Mark S (1998) *Ethnography at the edge: crime, deviance, and field research*, Northeastern University Press

Geertz, Clifford (1977) *The Interpretation of Cultures*, New York: Basic Books

Latour, Bruno (2004) *Paris: ville invisible* <http://www.bruno-latour.fr/virtual/index.html>

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

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

Pink, Sarah (2014, 3rd edition) *Doing visual ethnography: images, media and representation in research*, London: Sage

Pre-requisites

Students must have a good academic record to be eligible for participation in the Summer School. Since the number of places for SSPSSR students will be capped (initially at 20) there will be a fair and transparent application process.

Restrictions

The module will be available as an optional module for SSPSSR Stage 2 students progressing to Stage 3 on all core sociology, social policy, criminology and cultural studies undergraduate programmes, and as a wild module for other Kent students (subject to available places). There will be a reserve list if the total number of places is filled. Students will be informed that they risk losing some of their travel and accommodation if they withdraw from the module at short notice.

Synopsis *

The annual SSPSSR UG Summer School in Urban Ethnography will expose students to the principles and practices of ethnography in the study of people, place, practices and things in an urban setting. It will give 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 will set ethnography in its intellectual context paying particular attention to its renaissance through the development of visual and sensory approaches in addition to a reliance on direct observation and interaction.

The focus of the module on urban ethnography complements existing methods and subject-specific undergraduate teaching within the School. In terms of methods, it will offer students the opportunity to deepen their knowledge of the practice of ethnography both in the classroom and in the city, and with an implicitly comparative stance. The location of the Summer School in Paris will allow for an exploration of themes in situ since the contemporary life of the city includes many phenomena of interest and relevance across the range of SSPSSR (and other) UG degree programmes. As Paris has been widely studied within (and beyond) social sciences, there is considerable literature to draw on as course material.

The teaching team will be composed of the module convenor and an additional two members of SSPSSR staff with different people contributing in different years. The specific topics covered by the Summer School would depend on the composition of the teaching team in any one year. Potential topics include: globalisation, gentrification, belonging and exclusion; the rhythms of everyday urban life; surveillance and the control of spatial boundaries; the material life of the city; street art and graffiti; seeing and sensing city spaces and atmospheres (sight, sound and smell); the night-time economy; sexualized spaces; deindustrialisation; rail travel and the experience of modernity; and the city as a site for the development of sociological and criminological theory.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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	

Availability

The module will be of particular relevance to the BA (Hons) Sociology and it will also be of relevance for the BA in Cultural Studies. It is also likely to be of interest to students in the Humanities. It can be a 'WILD' module.

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

28/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 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;
- 8.2 Identify and assess the social forces, political events and cultural conditions that gave rise to the Enlightenment;
- 8.3 Demonstrate an in-depth understanding of the historiography of 'the Enlightenment' and the 'Enlightenment project' from the nineteenth century through to the present day;
- 8.4 Evaluate the significance of the Enlightenment for the emergence and development of sociology;
- 8.5 Critically analyse the enduring legacy of Enlightenment for 21st Century culture and society;
- 8.6 Reflect critically and historically on the cultural proclivities and human consequences of western modernity;
- 8.7 Critically assess the contribution of Enlightenment thought and politics to modern advancements in human rights and movements of humanitarian social reform.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge;
- 9.2 Demonstrate written communicative skills;
- 9.3 Critically assess the argumentation and reasoning of authors;
- 9.4 Manage their own learning;
- 9.5 Engage in independent thinking and critical analysis.

Method of Assessment

Main assessment methods

Book Review – 2000 Words (40%)

Essay – 3000 Words (60%)

Reassessment methods

Coursework 100%

Preliminary Reading

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

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.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

TZ534 Theories, Diagnosis & Assessment of Autism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	75% Coursework, 25% Exam	

Availability

BSc in Autism Studies – compulsory module

Diploma in Higher Education in Autism Studies – compulsory module

Contact Hours

Contact hours; 20

Private study hours: 280

Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate a critical understanding of autism – its characteristics, causes and theories regarding its origins and nature

8.2 Demonstrate a critical understanding of diagnostic methods and other assessments

8.3 Critically consider the personal, social and other effects on the individual and those around them regarding receiving a diagnosis of autism

8.4 Demonstrate an understanding of how to effectively and respectfully share knowledge concerning autism with others

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Show the capacity to draw critically on both published, and their own, assessment, intervention or evaluation strategies

9.2 Understand and communicate complex, abstract concepts or data

9.3 Use information technology (word processing, email, internet use, online learning resources) to effectively complete tasks

9.4 Effectively manage time to meet deadlines

9.5 Recognise issues relating to equality and diversity through the use of non-discriminatory language

Method of Assessment

Main assessment methods

Coursework - Essay (5000 words) - 60%

Coursework - Seminar/online forum – 15%

Examination– 25%

Reassessment methods

Like-for-like

Preliminary Reading

- Attwood, T. (2008) The Complete Guide to Asperger's syndrome. London: Jessica Kingsley Publishers.
- Baron-Cohen, S (2008) Autism and Asperger Syndrome: the facts. Oxford: Oxford University Press.
- Bogdashina, O. (2005) Theory of Mind and the Triad of Perspectives on Autism and Asperger Syndrome: a view from the bridge. London: Jessica Kingsley Publishers.
- Boucher, J. (2009) The Autistic Spectrum: characteristics, causes and practical concerns. London: Sage.
- Frith, U. (2003). Autism: Explaining the Enigma (second edition), Oxford: Blackwell.
- Waltz, M. (2013) Autism: a social and medical history. Basingstoke: Palgrave MacMillan.

Pre-requisites

None

Restrictions

Only available for students enrolled on stage 2/year 2 undergraduate Tizard Centre courses

Synopsis *

The module will explore the characteristics, explanations of causes and current understanding and theories of autism. It will examine the historical and current approaches to autism spectrum conditions. Students will be able to critically analyse the major theories of autism spectrum conditions, including psychological, biological and neuropsychological theories of autism spectrum conditions. Students will also be introduced to the methods and tools used to diagnose autism spectrum conditions and will gain an understanding of their uses and effectiveness.

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TZ535 Intervention in Autism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	75% Coursework, 25% Exam	

Availability

Autism Studies – BSc – compulsory module
Autism Studies – Diploma – compulsory module

Contact Hours

Total contact hours: 40
Private study hours: 260
Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge regarding ways to assess the research basis and effectiveness of interventions in autism
- 8.2 Understand the use of, and the practical application of, non-specific intervention approaches
- 8.3 Review and critically analyse the literature around intervention in autism spectrum conditions and other neurodevelopmental conditions, including early intervention and approaches based on applied behaviour analysis.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Show the capacity to draw critically on both published case studies, and their own experiences of intervention or evaluation strategies
- 9.2 Understand, and communicate complex, abstract concepts or data
- 9.3 Use information technology (word processing, email, internet use, online learning resources) effectively to complete tasks
- 9.4 Effectively manage time to successfully meet deadlines
- 9.5 Recognise issues relating to equality and diversity through the use of non-discriminatory language

Method of Assessment

Main assessment methods

Assignment/case study (4000 words) - 50%
Assignment/intervention review (2000 words) – 25%
Examination(1 hour) – 25%

Reassessment methods

Like-for-like

Preliminary Reading

Charman T. & Howlin, P. (2003) Research into Early Intervention for Children with Autism and Related Disorders: Methodological and Design Issues. *Autism: International Journal of Research and Practice*, 7, 217-225.
Fleming, B., Hurley, E. & Goth, T. (2015) *Choosing Autism Interventions: A Research-Based Guide*. Brighton: Pavilion Publishing.
Lai, M.C., Lombardo, M.V. and Baron-Cohen, S. (2014) Autism. *Lancet*, 383, 896–910.
Rogers, S.J. (1998) Empirically Supported Comprehensive Treatments for Young Children with Autism. *Journal of Clinical Child Psychology*, 27(2), 168-179.
Schopler, E. (2001) Treatment for Autism: From Science to Pseudo-Science or Antiscience. In *The Research Basis for Autism Intervention*. E. Schopler, N. Yirmiya, C. Shulman and L. M. Marcus (eds.). New York: Kluwer Academic/Plenum Publishers.
Vasa, R.A., Carroll, L.M., Nozzolillo, A.A., Mahajan, R., Mazurek, M.O., Bennett, A.E., & Bernal, M.P. (2014) A Systematic Review of Treatments for Anxiety in Youth with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 44(12), 3215-3229.

Pre-requisites

None

Restrictions

Only available for students enrolled on year 2 Undergraduate Tizard Centre courses including Autism Studies

Synopsis *

The module will describe the research basis and application of interventions in autism. It will critically consider the effectiveness of interventions, including early behavioural interventions and other specific approaches, for example Sonrise, Relationship Development Intervention, and interventions designed for co-occurring neurodevelopmental conditions, as well as the use of and the practical application of non-specific intervention therapies such as music therapy, art therapy, daily life therapy, social skills teaching, diets and treatments used to address sensory/perceptual problems.

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TZ537 Applied Behaviour Analysis & Positive Behaviour Support						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	75% Coursework, 25% Exam	

Availability

BSc in Positive Behaviour Support – compulsory module
Diploma in Higher Education in Positive Behaviour Support – compulsory module

Contact Hours

Total contact hours: 20
Private study hours: 280
Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a critical understanding of the principles of applied behaviour analysis and positive behaviour support
- 8.2 Demonstrate detailed knowledge of the ethical and legal contexts of applied behaviour analysis and positive behaviour support
- 8.3 Critically evaluate the limitations and strengths of applied behaviour analysis and positive behaviour support
- 8.4 Understand and evaluate methods of assessing functional relationships
- 8.5 Demonstrate a critical understanding of key behaviour analytic concepts including: setting events, establishing operations, reinforcement, punishment, stimulus control and generalisation
- 8.6 Effectively communicate behaviour analytic accounts of intervention options including multi-element models, competing behaviour, and functional equivalence

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Show the capacity to draw critically on both published case studies, and their own experiences of intervention or evaluation strategies
- 9.2 Understand, and communicate complex, abstract concepts or data
- 9.3 Use information technology (word processing, email, internet use, online learning resources) to effectively complete tasks
- 9.4 Effectively manage time to successfully meet deadlines
- 9.5 Recognise issues relating to equality and diversity through the use of non-discriminatory language

Method of Assessment

Main assessment methods
Coursework - assignment – (5000 words) – 60%
Coursework – online forum participation – 15%
Examination (1 hour) – 25%

Reassessment methods

Like-for-like

Preliminary Reading

Brown, F., Anderson, J.L., Dr Pry, R.L. (2015) Individual Positive Behaviour Support: A Standards-Based Guide to in School and Community Settings. Baltimore: Brookes.
Carr, E.G., Horner, R. H., Turnbull, A.P. et al (1999) Positive Behaviour Support for People with Developmental Disabilities: A Research Synthesis. Washington: American Association on Mental Retardation.
Chance, P. (1998) First Course in Applied Behaviour Analysis. Long Grove: Waveland Press.
Donnellan, A.M., LaVigna, G.W., Negri-Shoultz, N. and Fassbender, L.L. (1988) Progress Without Punishment: Effective Approaches for Learners with Behavior Problems. New York: Teachers College Press.
Koegel, L.K., Koegel, R.L., Dunlap, G. (1996) Positive Behaviour Support: Including People with Difficult Behaviour in the Community. Baltimore: Paul H Brookes.
Lucyshyn, J.M., Dunlap, G. and Albin, R.W. (Eds.) (2002) Families and Positive Behaviour Support: Addressing Problem Behaviour in Family Contexts. Baltimore: Brookes.

Pre-requisites

None

Restrictions

Only available for Tizard Centre undergraduate courses including Positive Behaviour Support

Synopsis *

This module presents research on the conceptual underpinnings and applications of applied behaviour analysis and positive behaviour support. It defines key principles and methodologies and analyses the ethical and legal contexts within which individuals whose behaviour challenges are supported. Students are introduced to the concept of multi-element intervention, and best practice for interventionists is examined.

TZ602 Research Methods in Autism/Positive Behaviour Support						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	70% Coursework, 30% Exam	

Availability

BSc in Positive Behaviour Support – compulsory module
 BSc in Autism Studies – compulsory module
 Diploma of Higher Education in Positive Behaviour Support
 Diploma of Higher Education in Autism Studies
 Graduate Diploma in Positive Behaviour Support – compulsory module
 Graduate Diploma in Autism Studies – compulsory module

Contact Hours

Total contact hours: 20
 Private study hours: 280
 Total study hours: 300

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Critically discuss different research methodologies applied to the study of autism and intellectual and developmental disabilities
- 8.2 Compare the suitability of different research methodologies for evaluating complex issues relating to autism and intellectual and developmental disabilities
- 8.3 Demonstrate a critical understanding of the ethical issues arising from researching autism and intellectual and developmental disabilities
- 8.4 Demonstrate the ability to access and interpret existing research and data used in the study of autism and intellectual and developmental disabilities

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate the capacity to critically analyse both published work and personal experience
- 9.2 Demonstrate the ability to communicate complex concepts in writing, in a form that can be understood by both specialist and non-specialist audiences
- 9.3 Demonstrate effective use of information technology (word processing, email, internet, online learning resources) to solve research problems and achieve set outcomes
- 9.4 Demonstrate effective time management skills both in terms of prioritising time to answer questions, and with regard to meeting set deadlines
- 9.5 Recognise issues relating to equality and diversity by using non-discriminatory language in written work and online contributions

Method of Assessment

Main assessment methods

- Coursework - Essay (1500 words) - (30%)
- Coursework - Essay (1500 words) - (30%)
- Coursework - Seminar/forum presentation (15 minutes) – 10%
- Examination (1 hour) - 30%

Reassessment methods

Like-for-like

Preliminary Reading

- Blaikie, N. (2000 reprint 2009). *Designing Social Research: the Logic of Anticipation* Cambridge: Polity.
- Johnston, T.C. (2014). *Data Without Tears: how to write measurable educational goals and collect meaningful data.* Champaign, IL: Research Press Publishers.
- May, T. (2011). *Social Research: Issues, Methods and Process.* Maidenhead: McGraw Hill/Open University Press.
- Robson, C. (2016). *Real World Research: A Resource for Users of Social Research Methods in Applied Settings.* 4th ed. Chichester, Wiley.
- Soyini Madison, D. (2012). *Critical Ethnography: method, ethics and performance.* London: Sage.
- Strauss, A. & Corbin, J. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory grounded theory procedures and techniques.* 3rd ed. London: Sage.

Pre-requisites

Co-requisite module - TZRD6040 (TZ604) - Student Research Project in Autism/Positive Behaviour Support

Restrictions

Only available for students enrolled on stage/year 3 Undergraduate Tizard Centre courses

Synopsis *

The module will ensure students are 'research aware' by teaching them about quantitative and qualitative research. It explores the purposes of research and methods, as well as the ethical, political and pragmatic issues research focused on autism & intellectual and developmental disabilities has experienced and continues to seek to address. It will teach students how to effectively carry out literature reviews, observations and participant research. The importance of critical analysis, reliability and validity is explored in depth. The module emphasises the knowledge needed to access and interpret research literature and data in the field.

SP500 Psychology Statistics and Practical						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	
1	Canterbury	Whole Year	H	30 (15)	50% Exam, 40% Project, 10% Coursework	
1	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Project	
1	Canterbury	Whole Year	H	30 (15)	60% Project, 40% Coursework	
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	
2	Canterbury	Whole Year	H	30 (15)	100% Exam	

Availability

Compulsory to :

BSc in Psychology with a Placement Year

BSc in Psychology with Clinical Psychology and a Placement Year

BSc in Psychology

BSc in Psychology with Clinical Psychology

BSc in Psychology with Forensic Psychology

BSc in Psychology with Business Psychology

BSc in Psychology with a year abroad

BSc in Social Psychology

BSc in Psychology and Social Anthropology

Contact Hours

Total contact hours: 66

Private study hours: 234

Total study hours: 300

Department Checked

02.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 demonstrate the ability to communicate statistical concepts

8.2 demonstrate understanding of statistical scientific conventions

8.3 show competence in using a statistical computing package (SPSS)

8.4 understand the process of formulating hypotheses on the basis of previous research

8.5 formulate designs appropriate to the questions being asked

8.6 as part of a group, plan and run appropriate psychological research

8.7 acquire good listening skills; show an ability to work with others; respond to other people's viewpoints

8.8 demonstrate the ability to communicate critically

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 develop and demonstrate intellectual skills (including critical reflection and evaluation, reading and writing skills, time management, self reflection and clarity in thinking);

9.2 develop and demonstrate transferable skills including numeracy, information technology, working with others, communication, problem solving and improving through learning.

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Method of Assessment

Main Assessment Methods:

Practical Report (3,000 words) (20%)
 Practical report (2,000 words) (20%)
 Autumn Computing In Class Test (15%)
 Autumn Statistics In Class Test (15%)
 Spring Computing In Class Test (15%)
 Spring Statistics In Class Test (15%)

This module is reassessed by 100% Examination.

****Please note that the resit exam in August 2023 will be In Person****

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Field A. (2013) Discovering Statistics using IBM SPSS statistics. 4th edition (3rd edition is also fine). Sage.
 Howitt D., & Cramer D. (2011). Introduction to statistics in psychology (5th ed.). Pearson Education.
 Howitt D., & Cramer D. (2011). Introduction to SPSS in psychology (5th ed.). Pearson Education.

Pre-requisites

None

Restrictions

Not available as an elective module. Not available to short-term credit students.

Synopsis *

The broad aims of the module are: (a) to provide a continued training in methodological skills appropriate to psychological investigation; (b) to provide advanced training in statistical techniques of the analysis of psychological data; (c) to provide training in computing skills for conducting analysis of psychological data; and (d) to provide direct experience of some of the phenomena encountered in other Stage 2/3 psychology modules. The practical component of the module consists of a structured programme of laboratory classes and non-laboratory sessions during which students work in small supervised groups designing and carrying out four research projects related to themes encountered in the department's other Stage 2/3 modules. A programme of statistics lectures and computing workshops is closely linked to the practical classes. Computer-based statistical analysis is illustrated using SPSS, a general-purpose statistical package

SP528 Child Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Compulsory to:

BSc in Psychology with a Placement Year
 BSc in Psychology with Clinical Psychology and a Placement Year
 BSc in Psychology
 BSc in Psychology with Clinical Psychology
 BSc in Psychology with Forensic Psychology
 BSc in Psychology (with Studies in Europe)
 BSc in Social Psychology
 BSc in Psychology and Social Anthropology

Contact Hours

Total contact hours: 25
 Private study hours: 125
 Total study hours: 150

Department Checked

02.03.2021

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Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 demonstrate a systematic understanding of key aspects of developmental psychology, including acquisition of coherent and detailed knowledge informed by research at the forefront of defined aspects of a discipline (e.g., theory of mind; language acquisition)

8.2 deploy accurately established techniques of analysis and enquiry within developmental psychology (e.g., developing a critical understanding of experimental evidence in relevant areas)

8.3 demonstrate a conceptual understanding that enables the student to devise and sustain arguments central to an understanding of contemporary developmental psychology and so be able to describe and comment upon particular aspects of current research in the field.

8.4 demonstrate an enhanced conceptual understanding through the provision of information and which leads to enhancing their appreciation of the uncertainty, ambiguity and limits of knowledge within developmental psychology

8.5 apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

8.6 critically evaluate arguments, assumptions, abstract concepts and data such that they are in a position to make appropriate evaluations of problems in developmental psychology.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 manage their own learning, and to make use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials appropriate to the discipline).

9.2 use qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature (e.g., in educational or clinical psychology)

9.3 communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences by means of writing, and through experience in making oral presentations to groups.

Method of Assessment

Group Presentation 30%
Examination 2 hours 70%

Reassessment methods: Like for Like.

****Please note that the exam in May/June 2023 will be In Person****

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Gillibrand, R., Lam, V., and O'Donnell, V.L. (2016). Developmental Psychology. London: Pearson Education.

Pre-requisites

None

Restrictions

Not available elective. Not available to Short Term Credit Students.

Synopsis *

The focus of this module is on understanding how children develop. Understanding something of the processes of developmental change is a central part of any psychology degree, and by the end of this module you should be in a better position to understand the significance of child development for human psychology. As the course progresses we will move from issues germane to early infancy, through childhood and the associated social, cognitive and emotional changes the child experiences during that period, concluding with an overall look at the bigger picture.

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SP529 Personality						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Not available as an elective module. Not available to short-term credit students.

Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

Department Checked

15.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate knowledge of personality theories

8.2 Demonstrate knowledge and understanding of the research methods used in the measurement of personality and in the prediction of behaviour from personality

8.3 Demonstrate an Integrative understanding of personality theories.

Method of Assessment

Research Proposal 2,000 words 40%

Examination 2 hours 60%

Reassessment methods

Like for Like.

Preliminary Reading

Ashton, M. C. (2013). Individual Differences and Personality (2nd ed.). London: Academic Press

Ashton, M. C. (2017). Individual Differences and Personality (3rd ed.). London: Academic Press

Synopsis <span style =

The module provides a comprehensive overview of the main theories in personality and differential psychology and introduces a number of key topics in research on personality and individual differences. We will consider what personality is, why it differs between people, and what the impact is of personality on life outcomes. The module introduces students to the basic principles of the scientific study of personality and the major dimensions of personality variation. We examine personality change and stability, the biological bases, and genetic and environmental influences. We will also focus on other important individual differences such as mental abilities (intelligence), political attitudes, religious beliefs and sexuality.

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SP566		Cognition in Action				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

05.03.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and understanding of how core concepts, theories and findings in the study of research in cognition have been applied to broader contexts.
- 8.2 Use the intellectual skill of critical reflection when considering the diversity of perspectives in the study of cognition in its broader context.
- 8.3 Critically evaluate theoretical and empirical literature on cognition and action.
- 8.4 Evaluate through written analysis and interpretation the application of cognitive theory and empirical findings to its broader context.
- 8.5 Develop an appreciation of the historical and conceptual issues in the study of cognition in action.

Method of Assessment

Seminar Report 1, 500 words (50%)
Short answer written exercise 1,500 words (50%)

Reassessment method:
Like for like

Preliminary Reading

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles; these will be listed in more detail in an additional document. All articles are available through the University of Kent library or through <http://resourcelists.kent.ac.uk/index.html>.

Restrictions

Not available as an elective module. Available to Short Term Credit students at the discretion of the school/module convenor.

Synopsis *

This module tackles a variety of hot and/or critical topics in cognitive psychology, building upon the theories and research assimilated at Stages 1 and 2. The goal of the lecturers, both experts on their topics, is to bring students to a more advanced level, where they can start to evaluate pieces of research in terms of their findings, conceptual underpinnings and/or methodological choices. The overarching theme focuses on free will and metacognition, looking in particular at the extent to which we control, or feel we control, our cognitive processes and behaviour in areas such as decision making, imitation and memory. We will discuss research that has used a variety of methods, including behavioural, animal and neuroimaging techniques. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.

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SP580 Advanced Developmental Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

Not available as an elective module. Available to Short-Term Credit students, subject to convenor/school approval.

Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Department Checked

22.02.21

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. understand alternative theoretical, empirical and methodological perspectives in the field of advanced developmental psychology.
2. critically think about research into advanced developmental psychology
3. present and defend complex arguments in the field advanced developmental psychology
4. demonstrate an appreciation of the historical and conceptual issues in the study of developmental Psychology.
5. demonstrate a good knowledge and understanding of the principal topics and perspectives (e.g. social, developmental, cognitive and biological) in psychology and how they relate to contemporary society

Method of Assessment

Exam: 2 hours: 60%

Coursework Essay: 1,500 Words: 40%

Short-term Credit students taking the module will be required to complete a second 1,500 word essay instead of the exam. This will assess the same Learning Outcomes as the Exam.

Reassessment method

Like-for-Like.

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

There is no core text book for this course as it covers specialist topics in depth. Instead, for each lecture background reading will be provided. This will include the relevant books, book chapters and journal articles.

Synopsis *

Developmental psychology aims to understand the developmental trajectory of psychological processes involved in human thought, action, behaviour and emotion. The underlying premise of this field is that a fuller understanding of any psychological phenomena becomes available once we explain when and how it develops. The main purpose of this module is to critically review recent research into key topics within advanced developmental psychology (e.g. social development, the development of prejudice, children as witnesses, the development of mindreading and learning from others). Through such an examination we will be a good position to understand the questions, issues and controversies that are at the forefront of research in developmental psychology

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP581 Project in Legal, Criminological or Forensic Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Project, 10% Coursework	
1	Canterbury	Whole Year	H	30 (15)	95% Project, 5% Coursework	

Availability

Compulsory to Psychology and Law.

Contact Hours

Total contact hours: 42.5

Private study hours: 257.5

Total study hours: 300

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate an understanding of relative advantages and disadvantages of alternative research methods and designs. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.

8.2 Demonstrate an ability to adhere to rigorous procedure when collecting and / or coding data.

8.3 Demonstrate an understanding of ethical issues relating to research with human participants.

8.4 Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques commensurate with the awarded credits.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate an ability to develop literature search and writing skills.

9.2 Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.

9.3 Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.

9.4 Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning.

Method of Assessment

Project 5,000 words 95%

Professional Conduct 5%

Reassessment methods: Like-for-Like

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Forshaw, M. (2007). *Easy statistics in Psychology: a BPS guide*. Blackwell.

Horst, J. (2015). *The Psychology Research Companion: from student project to working life*. Routledge.

Pre-requisites

None

Restrictions

Not available Elective / Optional

Synopsis *

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP582 Psychology Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	100% Project	
1	Canterbury	Whole Year	H	45 (22.5)	80% Project, 20% Coursework	

Availability

Core to these programmes :

- Psychology
- Psychology with a Placement Year
- Psychology with Studies in Europe
- Social Psychology

Contact Hours

Total contact hours: 42.5

Private study hours: 407.5

Total study hours: 450

Department Checked

02.03.2021

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate an understanding of relative advantages and disadvantages of alternative research methods and designs. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.
2. Demonstrate an ability to adhere to rigorous procedure when collecting and / or coding data.
3. Demonstrate an understanding of ethical issues relating to research with human participants.
4. Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques commensurate with the awarded credits.

Generic learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate an ability to develop literature search and writing skills.
2. Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.
3. Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.
4. Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning.

Method of Assessment

Main Assessment Methods:

Project (5,000 words) (80%)*

pre-registration assignment (1,800 words) (15%)

Professional Conduct (5%)

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like-for-like.

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

- Forshaw, M. (2007). Easy statistics in Psychology: a BPS guide. Blackwell.
- Horst, J. (2015). The Psychology Research Companion: from student project to working life. Routledge.

Pre-requisites

None

Restrictions

NOT available as elective or optional

Synopsis *

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

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SP583 Clinical Psychology Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	80% Project, 20% Coursework	
1	Canterbury	Whole Year	H	45 (22.5)	90% Project, 10% Coursework	

Availability

Core to these programmes:

- Applied Psychology with Clinical Psychology, titled Psychology with Clinical Psychology and a -Placement Year from 2019 entry onwards

- Psychology with Clinical Psychology

Contact Hours

Total contact hours: 59.5

Private study hours: 390.5

Total study hours: 450

Department Checked

02.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1. Demonstrate an ability to critique clinical psychology theory and research, and use rigorous research design, data collection and analysis to test and further develop theory and draw clinical implications from the results.
- 8.2. Demonstrate an understanding of relative advantages and disadvantages of alternative research methods and designs. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.
- 8.3. Demonstrate an ability to adhere to rigorous procedure when collecting and / or coding data.
- 8.4. Demonstrate an understanding of ethical issues relating to research with human participants.
- 8.5. Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1. Demonstrate an ability to develop literature search and writing skills.
- 9.2. Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.
- 9.3. Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.
- 9.4. Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning.

Method of Assessment

Project Report (5,000 words) (80%)*

Pre-registration assignment (1,800 words) (15%)

Professional Conduct (5%)

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Barker, C., Pistrang, N. & Elliott, R. (2015). Research Methods in Clinical Psychology: An introduction for students and practitioners. John Wiley & Sons.

Pre-requisites

None

Restrictions

NOT available Elective / Optional

Synopsis *

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

SP587 Forensic Psychology Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	80% Project, 20% Coursework	

Availability

Compulsory to the following courses:

- Psychology with Forensic Psychology BSc (Hons).

Contact Hours

Total contact hours: 42.5

Private study hours: 407.5

Total study hours: 450

Department Checked

02.03.2021

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. Formulate a research question in light of the current Forensic Psychology literature.
2. Undertake appropriate selection of complex methods and procedures to investigate the research question.
3. Demonstrate an understanding of ethical issues relating to research with human subjects.
4. Demonstrate experience of organising and manipulating complex data or research evidence.

Intended generic learning outcomes. On successfully completing the module you will be able to:

1. Demonstrate an ability to develop literature search and writing skills.
2. Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.
3. Demonstrate a development of intellectual skills, such as critical reflection and evaluation, time-management
4. Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning

Method of Assessment

Main Assessment Methods:

Project (5,000 words) (80%)*

Pre-registration assignment (1,800 words) (15%)

Professional Conduct (5%)

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like.

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

- Forshaw, M. (2007). Easy statistics in Psychology: a BPS guide. Blackwell.
- Horst, J. (2015). The Psychology Research Companion: from student project to working life. Routledge.
- Israel, M., & Hay, I. (2006). Research ethics for social scientists. SAGE.

Pre-requisites

None

Restrictions

Not available as elective or optional module.

Not available to short term credit students.

Synopsis *

All students are required to carry out an original piece of psychological research on a topic of their own choosing, and to then present it as a report that adheres to the conventions of academic psychology.

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SP588 Psychology Research Participation (Stage 2)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	4 (2)	Pass/Fail Only	

Availability

Compulsory to all Psychology Undergraduate provision. Non-contributory credits. PASS / FAIL only. Required for progression / award

Contact Hours

Total contact hours: 40

Private study hours: 0

Total study hours: 40

Department Checked

02.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1. Experience and participate in a wide range of practical research studies.
- 8.2. Reflect upon an understanding of data collection under controlled conditions.
- 8.3. Use gained experience in future research data collection.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1. Be sensitive to contextual and interpersonal factors
- 9.2. Use effective personal planning and time keeping skills to attend and undertake studies.
- 9.3. Use of Information Technology to participate in research data collection.

Method of Assessment

Pass/Fail RPS credit collection – Block I Autumn Term

Pass/Fail RPS credit collection – Block II Spring Term

Students who do not wish to participate in studies (due to, but not limited to, personal or ethical reasons) are permitted to complete the RPS requirement by submitting one or more written assignments instead. Each block of the RPS is treated separately and can be completed through an essay.

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

This is a practical participation module, and therefore no reading is required.

Pre-requisites

None

Progression

PASS / FAIL only. Required for progression / award

Restrictions

Not available elective. Not available to Short-Term credit students.

Synopsis *

The Research Participation Scheme (RPS) enables students commencing their training in Psychology to gain experience with academic research through participation in studies conducted by staff and other students who are more advanced in their studies (i.e., Final Year, MSc, PhD). Students enrolled in the RPS accumulate credits that correspond to the time spent participating in studies. All studies offered via the RPS have received independent ethical approval and comply with the BPS Code of Human Research Ethics.

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SP589 Reflective Diary						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	4 (2)	Pass/Fail Only	

Availability

Psychology with Clinical Psychology MSc/BSc

Contact Hours

Total contact hours: 10

Private study hours: 30

Total study hours: 40

Department Checked

02.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Adopt multiple perspectives on issues concerning Clinical Psychology, and systematically analyse the relationships between them

8.2 Pose, operationalise and critique different perspectives on topics within Clinical Psychology

8.3 Present and evaluate individual reflections

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Engage in reflective practice on professional development and career trajectory

9.2 Be sensitive to contextual and interpersonal factors

9.3 Use effective personal planning and recording to maintain a record of a series of research related activities

Method of Assessment

Pass/Fail Logbook 100%

Reassessment methods: Like-for-Like

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Bassot, B. (2016). The reflective journal (2nd edition). London: MacMillan Palgrave

Cutting edge journal articles will be made available for discussion as part of the module. These will be subject to change each year

Pre-requisites

None

Restrictions

Not available elective. Not available to Short Term Credit Students.

Synopsis *

Students will attend a series of talks relating to topics in Clinical Psychology. They will be required to keep a reflective diary across Stage 2 where they record reflections on the series of talks. This allows the students to have a record of activities for their CV, contributes to employability, and gives practice for similar requirements at PG level or in pursuing professional training in Clinical Psychology

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SP597 Clinical Psychology 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Psychology with Clinical Psychology,

Applied Psychology with Clinical Psychology/Psychology with Clinical Psychology and a Placement Year

Available for Short-Term Credit students subject to school/convenor approval.

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

02.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 demonstrate detailed knowledge of how psychopathology is defined and the nature of diagnostic and classification systems

8.2 demonstrate a basic knowledge of key theoretical orientations in clinical psychology (e.g. behavioural and cognitive-behavioural; systemic/social constructionist, narrative) and how they can be used to explain the development of specific problems such as anxiety or depression.

8.3 demonstrate developing skills in critical evaluation by using case studies to review the strengths and weakness of theoretical models.

8.4 demonstrate an understanding of the importance of the scientific literature relating to issues raised in lectures and seminars.

8.5 present material with evidence of the use of relevant literature to support arguments and conclusions.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 show their capacity to draw on published research and theory to formulate an argument.

9.2 demonstrate an ability to understand, and communicate in writing, abstract concepts.

9.3 demonstrate an ability to use information technology (word processing, email, internet use)

Method of Assessment

Exam: 2 hour: 80%

Essay: 2,500 words: 20%

An alternative assessment may be provided for those short-term students who will no longer be registered when the examination takes place. This will take the form of an essay, and will be of 3,500 words in length and submitted at the same time as the other coursework essay.

Reassessment methods: Like-for-like.

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Hunsley, J. & Lee, C. M. (2014). Introduction to Clinical Psychology: An evidence-based approach (2nd Edition). Ontario: Wiley. ISBN: 9780470835807

O'Donohue, W. Fisher, J. E. Hayes, S. C. (Eds) (2008). Cognitive Behavior Therapy: Applying empirically supported techniques in your practice (2nd Edition). New Jersey: Wiley. ISBN: 0471236144.

Pre-requisites

None

Restrictions

Not available elective

Available for Short-Term Credit students subject to school/convenor approval.

Synopsis >*

The course introduces the concept of psychopathology and presents students with a range of models currently used in clinical research and practice to understand and treat psychological problems. It provides opportunities for exploring ways in which specific problems such as anxiety, depression and schizophrenia are understood from medical, cognitive behavioural and systemic orientations, and encourages students to compare and contrast these approaches.

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SP598		Clinical Psychology 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Compulsory to the following courses:

- Psychology with Clinical Psychology
- Applied Psychology with Clinical Psychology/Psychology with Clinical Psychology and a Placement Year

Optional to the following courses:

- BSc in Psychology with a Placement Year
- BSc in Psychology
- BSc in Psychology with Forensic Psychology
- BSc in Psychology with a Year Abroad
- BSc in Social Psychology
- BSc Business Psychology

Not available wild. Available for Short-Term Credit students subject to school/convenor approval.

Contact Hours

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

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

02.03.2021

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. demonstrate a detailed knowledge of the range of areas in which a clinical psychologist might work.
2. demonstrate a detailed knowledge of the range of specialisms in which a clinical psychologist might work.
3. demonstrate an appreciation of the centrality of the service user to all work conducted by a clinical psychologist.
4. describe in a balanced and critical manner the issues raised in lectures, in outlining how theory and research can be used effectively in practice.
5. present material with evidence of the use of relevant literature to support arguments.

Generic learning outcomes. On successfully completing the module you will be able to:

1. draw on published research and theory to formulate an argument.
2. demonstrate an ability to understand abstract concepts and communicate them in writing, .
3. demonstrate an ability to use information technology (word processing, email, internet use).

Method of Assessment

Main assessment methods:

Exam (2 hours) 80%

Essay (2000 words) 20%

An alternative assessment may be provided for those short-term students who will no longer be registered when the examination takes place. This will take the form of an essay, and will be of 3,500 words in length and submitted at the same time as the other coursework essay.

Reassessment methods: Like for like.

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

• Hunsley, J. & Lee, C. M. (2014). Introduction to Clinical Psychology: An evidence-based approach (2nd Edition). Ontario: Wiley. ISBN: 9780470835807

• O'Donohue, W. Fisher, J. E. Hayes, S. C. (Eds) (2008). Cognitive Behavior Therapy: Applying empirically supported techniques in your practice (2nd Edition). New Jersey: Wiley. ISBN: 0471236144.

Restrictions

Not available elective.

Available for Short-Term Credit students subject to school/convenor approval.

Synopsis >

- Overview of clinical psychology, historical and current clinical and service issues.
- Social Inequalities, mental health and mental health services.
- Childhood autism and early intervention.
- Working with people with profound and multiple learning disabilities.
- Behavioural interventions in learning disabilities.
- Issues in community care.
- Vulnerable populations and mental health.
- Advances in clinical behaviour analysis.
- Clinical psychology training

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SP600 Psychology Project (Joint Hons)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Project, 10% Coursework	
1	Canterbury	Whole Year	H	30 (15)	95% Project, 5% Coursework	

Availability

Compulsory to Psychology and Social Anthropology, and Psychology and Sociology.

Contact Hours

Total contact hours: 42.5
Private study hours: 257.5
Total study hours: 300

Department Checked

02.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate an understanding of relative advantages and disadvantages of alternative research methods and designs. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.

8.2 Demonstrate an ability to adhere to rigorous procedure when collecting and / or coding data.

8.3 Demonstrate an understanding of ethical issues relating to research with human participants.

8.4 Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques commensurate with the awarded credits.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate an ability to develop literature search and writing skills.

9.2 Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.

9.3 Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.

9.4 Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning.

Method of Assessment

Project 5,000 words 95%
Professional Conduct 5%

Reassessment methods: Like-for-like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Forshaw, M. (2007). *Easy statistics in Psychology: a BPS guide*. Blackwell.
- Horst, J. (2015). *The Psychology Research Companion: from student project to working life*. Routledge.

Pre-requisites

None

Restrictions

Not available elective. Not available to short term credit students.

Synopsis *

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

NB The expected complexity and depth of assessed work will be commensurate with the number of credits being awarded

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SP601 Understanding People with Learning Disabilities						
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)	100% Project	
1	Canterbury	Autumn	H	15 (7.5)	75% Project, 25% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Optional to:

Applied Psychology BSc

Applied Psychology with Clinical Psychology BSc

Psychology BSc

Psychology with Studies in Europe BSc

Psychology with Clinical Psychology BSc

Psychology with Forensic Psychology BSc

Psychology (with Studies in Europe) BSc

Social Psychology BSc

Available as an elective module. Available to Short Term Credit students at the discretion of the school/module convenor.

Contact Hours

The module will be taught by lecture/seminar sessions and private study.

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Map definitions and social constructions of learning disabilities

8.2 Understand issues specific to learning disabilities

8.3 Demonstrate a knowledge of the link between policy and practice in services provision for people with learning disabilities

8.4 Critically discuss the impact of service provision on the lives of people with learning disabilities

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Describe in a balanced and critical way the questions raised in lectures

9.2 Demonstrate ability to present material in both a poster and essay format with evidence of the use of relevant literature to back argument

9.3 Question and debate the application of research and theory to practical situations

9.4 Show ability to express opinions and argue rationally

9.5 Appreciate the impact of theory research, and practice in naturally occurring settings

Method of Assessment

Essay – 2,500 words: 75%

Poster-Plan – one page A4: 25%

Reassessment methods: Like-for-like

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Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Whilst there is no single text which satisfactorily covers the entire course, background information about learning disability, current services and strategies for analysing and changing behaviour can be found in the following text, and students are advised to either buy or borrow this text from the library.

Grant, G., Ramcharan, P., Flynn, M. Richardson, M. (Eds) (2010) Learning Disability. A Life Cycle Approach to Valuing People, Berkshire, Open University Press

Students also need to read the following policies:

Department of Health (2001) Valuing People: a New Strategy for Learning Disability for the 21st Century cm5086. London, The Stationary Office.

HM Government (2009) Valuing People Now: a new three-year strategy for people with learning disabilities, 'Making it happen for everyone' London, Department of Health
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_093377

Pre-requisites

None

Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

Synopsis *

This module provides an introduction to important issues in learning disabilities. It examines definitions and attitudes to people with for example, Down's Syndrome. It explores a number of particular difficulties which people with learning disabilities experience, including communicating, establishing social and sexual relationships, and some of the resultant problems, such as sexual abuse and challenging behaviour. Finally, the most recent social policy initiatives are considered with a focus on how services might implement policy objectives (such as social inclusion and adult protection).

SP602 Researching People with Learning Disabilities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Project	
1	Canterbury	Spring	H	15 (7.5)	70% Project, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	

Availability

Optional to Psychology undergraduate programmes.

Available as an elective module. Available to Short-Term Credit students at the discretion of the school and/or module convenor.

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Establish a rapport with a person with learning disabilities in a service setting
- 8.2 Demonstrate knowledge of work related issues for people with learning disabilities
- 8.3 Understand ethical issues involved in interviewing people with learning disabilities, i.e. informed consent

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Demonstrate an ability in using and critiquing qualitative and participatory methodology, using experiential knowledge
- 9.2 Demonstrate the ability to write an ethics proposal
- 9.3 Disseminate findings both to an academic institution via a report as well as to a wider community via a presentation

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Method of Assessment

Literature Review 1,500 words 30%
Project Report 3,500 words 70%

Reassessment methods: Like for Like

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Carnaby, S. (ed.) (2011) Learning Disability Today: 3rd edition. Brighton: Pavilion Publishing.

Dept. of Health (2001) Valuing People: A new strategy for learning disability in the twenty first century. Chapter Six. Norwich: The Stationery Office.

Dept. of Health (2009) Valuing People Now: a new three year strategy for people with learning disabilities . Chapter Three. Norwich: The Stationery Office.

Grant, G., Ramcharan, P., Flynn, M, Richardson, M (Eds) (2010) Learning Disability. A Life Cycle Approach. 2nd Edition, Open University Press

Heal, L. W. & Sigelman, C. K. (1995) Response biases in interview of individuals with limited mental ability in Journal of Intellectual Disability Research, 29, 4, 331-340

McCarthy, M. (1998) Interviewing People with learning disabilities about sensitive topics: a discussion of ethical issues, British Journal of Learning Disabilities, 26,4: 140-145.

McCarthy, M. (1999) Asking the Right Questions, In Sexuality and Women with Learning Disabilities, Chapter 3. London: Jessica Kingsley Publishers.

Pre-requisites

SP601 - 'Understanding People with Learning Disabilities'

Restrictions

Available to Short-Term Credit students at the discretion of the school and/or module convenor.

Synopsis *

This module involves students in a project based on interviews with people with learning disabilities. There will be teaching sessions on research, interview construction, recording and analysis. Practical work will involve visiting a person with learning disabilities at their place of work and conducting a recorded interview with due regard to ethical and consent issues. A series of clinics designed to assist students in analysis, interpretation and presentation of the project work will follow. The module will conclude with students doing a group presentation of their findings to people with learning disabilities, staff in learning disability services and other invited guests.

SP603						
Groups In Action						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
3	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Compulsory to Business Psychology BSc and Business Psychology with a Placement Year BSc.

Optional to other Psychology undergraduate programmes.

Available as an elective module.

Available to Short Term Credit students at the discretion of the school/module convenor.

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1. Demonstrate knowledge and understanding of the core domains of the study of conflict, cooperation and relationships in groups
- 8.2. Demonstrate critical reflection when considering the diversity of perspectives underpinning the study of conflict, cooperation and relationships in groups
- 8.3. Show key intellectual skills when critically evaluating theoretical and empirical literature on group conflict, cooperation and relationships. Develop the ability to evaluate through written analysis and interpretation the application of theory and research to groups
- 8.4. Demonstrate an appreciation of the historical and conceptual issues in the study of Groups in Action.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1. Demonstrate writing and reading skills to present and interpret material with evidence of the use of relevant literature.
- 9.2. Demonstrate knowledge and understanding of conflict, cooperation and relationships in groups.
- 9.3. Show the ability to critically evaluate the quality of theory and method in published research.

Method of Assessment

Four group exercises Combined volume 2,000 words 20%
Examination 2 hours 80%

NB: In the case of short-term exchange students whose registration ends before the summer term, the examination may be replaced by a single piece of coursework of increased length

Reassessment methods: Like for like

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Abrams, D., Hogg, M.A., & Marques, J.M., The Social Psychology of Inclusion and Exclusion. New York/London: Psychology Press (2005).

Baron, R.S. & Kerr, N.L., Group Process, Group Decision, Group Action (2nd edition). Philadelphia: Open University Press (2003).

Forsyth, D. R., Group Dynamics (5th edition). Belmont, CA: Wadsworth (2010).

Hogg, M.A. & Tindale, S., Blackwell Handbook of Social Psychology: Group Processes (2003).

Pre-requisites

None

Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

Synopsis *

This module offers an exciting opportunity to learn more about cutting-edge research into groups.

You will understand and apply group research to social policy, business, politics, marketing, etc. and get the chance to consider current affairs and personal experiences with the opportunity for small group discussions and team work. Example topics: alcohol and group processes, leadership, organisational identity, improving cooperation in groups.

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SP604 Biological Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Exam	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

25 hours

Department Checked

Synopsis updated to reflect MO tf 18.1.18

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and understanding of structures and functions of the human nervous system (including the brain) that are relevant to the study of psychology
- 8.2 Demonstrate critical reflection when considering the roles of genes and environment in the development of individual differences
- 8.3 Critically evaluate the role of physiology in human behaviour, emotion, and cognition
- 8.4 Evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in biological psychology

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Demonstrate writing and reading skills to present and interpret material with evidence of the use of relevant literature
- 9.2 Develop knowledge and understanding of biological psychology
- 9.3 Critically evaluate the quality of theory and method in published research
- 9.4 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

20% in class test, 80% examination.

Preliminary Reading

The module reading list can be found online at <http://resourcelists.kent.ac.uk/index.html>

Restrictions

Not available as a 'wild' module. Not available to short-term credit students.

Synopsis *

This module focuses on the study of the biological bases of human behaviour, relating actions and experiences to genetics and physiology. The study of brain functioning is central to this module. It will address questions such as: How do genes, drugs and hormones influence behaviour? Why do we sleep? What causes behaviour? How are memories stored in the brain? What is the role of bodily reactions in emotion? Is schizophrenia a disorder of the brain? In addition, the module will focus on the methods that are used to answer these questions, such as the recording of physiological signals, brain-imaging techniques, and the study of brain-damaged patients.

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SP605 Cognitive Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Not available as an elective module. Not available to short-term credit students.

Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

Department Checked

15.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate a knowledge of cognitive theories.

8.2 Demonstrate knowledge and understanding of the psychological and biological methods that underpin cognitive theorising.

8.3 Demonstrate knowledge of the scientific historical context in which cognitive psychology evolved.

8.4 Demonstrate knowledge of how cognitive neuroscience interfaces with everyday life.

Method of Assessment

Essay 2,000 words 40%

Examination 2 hour 60%

Reassessment method

Like for like.

Preliminary Reading

Gazzaniga, M. S., Ivry, R. B. & Mangun, G. R. (2013). Cognitive Neuroscience: The Biology of the Mind. New York, NY: Norton & Co.

Synopsis *

The module gives a grounding in methods, techniques and issues of cognitive psychology and allied disciplines. Focusing on vision, memory, higher-levels of cognition concerned with language and cognitive control, and methodology, it examines how cognitive processes are instantiated in mind and brain. It also provides an historical overview of the schools of thought that led to the inception of cognitive psychology as a distinct academic discipline.

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SP606 Psychology Year Abroad Mark One						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	100% Coursework	
1	Canterbury	Whole Year	H	60 (30)	Pass/Fail Only	

Availability

Psychology with a Year Abroad

Contact Hours

Total contact hours: varies

Private study hours: varies

Total study hours: 600

The composition of the year will vary according to the partner institution.

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 study Psychology in a different higher education environment

8.2 enhance their understanding of Psychology within an international context

8.3 study Psychology in a different language (only formally relevant to those students studying at a foreign language taught institution)

8.4 enhanced their command of the target language in a native-speaker setting (only formally relevant to those students studying at a foreign language taught institution)

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 perform effectively in a different cultural environment

9.2 demonstrate intercultural sensitivity and interpersonal skills

9.3 communicate effectively orally and in writing in more than one language (only formally relevant to those students studying at a foreign language taught institution)

Method of Assessment

Pass / Fail

Reassessment methods: 100% coursework. Students must have successfully undertaken the year abroad to be eligible for the reassessment.

Preliminary Reading

N/A

Pre-requisites

Co-requisite : PSYC6070

Restrictions

Not available elective. Not available to short-term credit students.

Synopsis *

This year will be spent in university study at one of the School's exchange partners. The curriculum will vary according to the partner institutions.

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SP607 Psychology Year Abroad Mark Two						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	100% Coursework	
1	Canterbury	Whole Year	H	60 (30)	Pass/Fail Only	

Availability

Psychology with a Year Abroad

Contact Hours

Total contact hours: varies

Private study hours: varies

Total study hours: 600

The composition of the year will vary according to the partner institution.

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 study Psychology in a different higher education environment

8.2 enhance their understanding of Psychology within an international context

8.3 study Psychology in a different language (only formally relevant to those students studying at a foreign language taught institution)

8.4 enhanced their command of the target language in a native-speaker setting (only formally relevant to those students studying at a foreign language taught institution)

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 perform effectively in a different cultural environment

9.2 demonstrate intercultural sensitivity and interpersonal skills

9.3 communicate effectively orally and in writing in more than one language (only formally relevant to those students studying at a foreign language taught institution)

Method of Assessment

Pass / Fail

Reassessment methods: 100% coursework. Students must have successfully undertaken the year abroad to be eligible for the reassessment.

Preliminary Reading

N/A

Pre-requisites

No prerequisites, however, students taking the French, German, Italian or Spanish variant of the programme must achieve at least a II(ii) class of results in the relevant language module at Stage 2 in order to qualify for the year abroad.

Co-requisite : PSYC6060

Restrictions

Not available elective. Not available to short-term credit students.

Synopsis *

This year will be spent in university study at one of the School's exchange partners. The curriculum will vary according to the partner institutions.

SP608 Motivation						
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)	60% Project, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	

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1	Canterbury	Spring	H	15 (7.5)	60% Project, 40% Coursework
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework
2	Canterbury	Spring	H	15 (7.5)	100% Coursework
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework

Availability

Optional to Psychology undergraduate students.

Available to Short-Term Credit students, at the discretion of the school/module convenor.

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Module Hours: 150

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and understanding of core concepts, theories and findings in the study of experimental existential psychology and human motivation

8.2 Critically evaluate the theoretical and empirical literature on motivation and experimental existential psychology

8.3 Apply theory and existing research on motivation to real life situations/ events

8.4 Demonstrate knowledge of the historical and conceptual issues in the study of motivation

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate literacy, writing and communication skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature

9.2 Critically evaluate the quality of theories, methods and findings in published research

9.3 Demonstrate generic research skills which include; the ability to synthesise theories, identify gaps in existing research, identify and locate appropriate resources, and develop novel research hypotheses.

9.4 Demonstrate an ability to critically evaluate, work independently and undertake problem solving tasks.

Method of Assessment

Exam 2 hours 60%

Research Poster 1,500 words 40%

Reassessment methods: Like for Like.

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Aarssen, L. W. (2015). *What are We?: Exploring the Evolutionary Roots of Our Future*. Queen's University.

Baumeister, R.F. *The cultural animal*. New York: Oxford University Press, 2005.

Greenberg, J., Koole, S. L., & Pyszczynski, T. A. (Eds.). (2004). *Handbook of experimental existential psychology*. Guilford Press.

Leary, M.R. *The curse of the self*. Oxford: University Press, 2004

Pinker, S. *The blank slate: The Modern Denial of Human Nature*, Penguin Putnam, 2002

Stamos, D. N. (2011). *Evolution and the big questions: Sex, race, religion, and other matters*. John Wiley & Sons.

* Note; these are optional text books – mandatory readings will be provided.

Pre-requisites

None

Restrictions

Not available as an elective module. Available to Short-Term Credit students, at the discretion of the school/module convenor.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module provides an opportunity to study the literature on motivation, inspired by a wide range of psychological perspectives (e.g., Evolutionary Psychology, Social Psychology, and Existential Experimental Psychology). In this, we will consider what motivates human cognition and behaviour. Specifically we will consider; (a) General Theories of Human Evolution & Motivation (b) Biological Perspectives (c) The self and Self-regulation (d) Human Mating Strategies, (e) Embodiment, (f) Threat Management, (g) Emotion, (h) Religion and Illusion, (i) The Modern Unconscious (j).. Moreover, the module will introduce students to experimental methods and measures applied in the field of research on human motivation. Finally, applications of theory and findings on human motivation to applied settings (e.g., daily life) are discussed

SP611 The Neuroscience of Cognitive Disorders						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	

Availability

Optional to Psychology undergraduate students.
Available to Short-Term Credit students at the discretion of the school/convenor.

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 demonstrate knowledge and a systematic understanding of how core concepts, theories and findings in the study of cognition have been applied to broader neuroscientific and clinical contexts.

8.2 demonstrate critical reflection when considering how cognitive psychology has informed our understanding of mind, brain and healthcare.

8.3 critically evaluate theoretical and empirical literature on the neuroscience of cognitive disorders.

8.4 evaluate through written analysis and interpretation the application of cognitive research to its broader neuroscientific and everyday context.

8.5 demonstrate an appreciation of the historical and conceptual issues in the study of the neuroscience of cognitive disorders.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature

9.2 demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

9.3 critically evaluate the quality of theories, methods and findings in published research

9.4 express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking

Method of Assessment

Short answer written exercise 1,250 words 20%

Essay 2,500 words 80%

Reassessment methods: Like-for-like.

Preliminary Reading

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Martin, G. N. (2006). Human Neuropsychology (2nd Edition). Pearson Prentice Hill.

Kolb, B., & Wishaw, B. (2008). Fundamentals of Human Neuropsychology (6th Edition). Worth Publishers.

Pre-requisites

None

Restrictions

Not available elective.

Available to Short-Term Credit students at the discretion of the school/convenor.

Synopsis *

This module will build upon the cognitive theories and research methods explored at stages 1 and 2. It will focus on several forms of neurological deficit each of which affects a different domain of cognition. Students will learn about how different strands of neuroscientific research, relating to behaviour, cognition, anatomy, and physiology, have both advanced our understanding of human neuropsychology, and informed on the design of relevant intervention strategies.

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SP612 Attitudes and Social Cognition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

Optional to Psychology undergraduate programmes.
Available to Short-Term Credit students at the discretion of the school/module convenor.

Contact Hours

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

Total Contact Hours: 22
Private Study Hours: 128

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1. understand contemporary concepts, theories and findings in attitudes and social cognition.
- 8.2. critically evaluate concepts, theories and findings in attitudes and social cognition
- 8.3. conceive research to address limitations and gaps in concepts, theories and findings in attitudes and social cognition
- 8.4. demonstrate an awareness of how concepts, theories and findings in attitudes and social cognition may be applied with benefits for individuals, groups, and society.
- 8.5. appreciate the historical and conceptual issues in the study of Attitudes and Social Cognition.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1. present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature
- 9.2. understand and appreciate the diversity of theoretical and empirical approaches in psychology
- 9.3. critically evaluate the quality of theories, methods and findings in published research
- 9.4. plan work and study independently
- 9.5. demonstrate use of information technology skills
- 9.6. express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form
- 9.7. communicate effectively psychological theories, concepts, and findings

Method of Assessment

Exam 2 hours 60%
Research Proposal (poster format) 1,500 words 40%

Short-Term Credit students whose registration ends before the summer exam period will undertake an alternative piece of coursework for 60% of the module mark. This assessment will assess the same LOs as the exam.

Reassessment methods: Like for Like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Selected empirical articles from leading journals in the field are a primary source of reading
- Kunda, Z. (1999). *Social cognition: Making sense of people*. London: MIT Press.
- H. Bless, K. Fiedler & F. Strack (Eds.) (2003), *Social cognition: How individuals construct social reality*. Hove: Psychology Press.
- Maio, G. R. & Haddock, G. G. (2010). *The Psychology of Attitudes and Attitude Change*. London, UK: Sage.

2022-23 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Pre-requisites

None

Restrictions

Not available elective.

Available to Short-Term Credit students at the discretion of the school/module convenor.

Synopsis *

This module is concerned with contemporary concepts, theories and findings in this broad area of social psychology and how they may be applied with benefits for individuals, groups and society. We will address the question how individuals form and maintain an understanding of themselves, other people, and the world they are living in. Drawing on cognitive principles, we will study the processes that underlie human judgments, behaviour, and decision making in real-life contexts. Students will have the opportunity to develop new research to address an unanswered research question.

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SP616 Language and Communication						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
3	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Availability

Optional to Psychology undergraduate programmes.

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 demonstrate knowledge and understanding of core concepts, theories and findings in the study of language and communication.

8.2 demonstrate an ability to comprehend and critically evaluate original, theoretical and empirical articles in the area of language and communication, both through written work and through group discussion.

8.3 demonstrate an ability to identify practical applications and social relevance of current theories and empirical work in the area of language and communication

8.4 demonstrate that they have developed an appreciation of the historical and conceptual issues in the study of language and communication.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature.

9.2 demonstrate a knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology.

9.3 demonstrate an ability to critically evaluate the quality of theories, methods and findings in published research.

9.4 demonstrate an ability to express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form.

Method of Assessment

Essay – 2,000 words: 40%

Exam – two hours, unseen: 60%

Reassessment methods: Like for Like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

There are no set texts for this module. A specific list of readings will be provided each week and attached to Moodle. These readings will be theoretical and empirical articles and book chapters from leading sources in psychology.

Supplementary Reading (Available online and in the library)

- Harley, T. (2014). *The Psychology of language: from data to theory*. London: Psychology Press.
- Altmann, G. (2009). *The ascent of babel: an exploration of language, mind and understanding*. OUP.
- Gaskell, G. (2007). *The Oxford Handbook of Psycholinguistics*. (available as E-book through library).
- Bishop, D. (1997). *Uncommon understanding*. Hove: Psychology Press.

Pre-requisites

None

Restrictions

Not available elective. Not available to Short-Term Credit students.

Synopsis *

This module will provide students with an opportunity to learn about the methods, techniques and issues involved in the study of language and communication. The emphasis of the module will be on theory as the foundation of an empirical discipline and the importance of scientific methodology. It will highlight the interplay between theory, research and application in the study of language and communication. Focus will be placed on core theories and research in this area.

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SP617 Placement Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	60 (30)	100% Coursework	

Availability

Compulsory to :

Psychology with a Placement Year (Previously titled Applied Psychology).

Psychology with a Placement Year with Clinical Psychology (Previously titled Applied Psychology with Clinical Psychology).

Contact Hours

Total contact hours: 10

Private study hours: 590

Total study hours: 600

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate knowledge about, experience of, and insight into, the use of psychological knowledge by practicing professional psychologists in an applied work setting.

8.2 Apply skills and knowledge acquired during stages 1 and 2 in a placement setting.

8.3 Critically reflect on issues that arise in their placement.

8.4 Communicate effectively, orally and in writing, about their experience on placement and the use of psychological knowledge by practicing professional psychologists in an applied work setting.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate professional skills associated with working effectively in applied settings.

9.2 Reflect on performance in the workplace

9.3 Communicate effectively orally and in writing, using media appropriate to purpose.

9.4 Relate ideas to different audiences.

9.5 Apply numeracy and IT skills appropriately

Method of Assessment

Presentation 50% * this assessment takes place in the following academic session

Reflective Diary 30%

Supervisor Performance assessment 20%

Reassessment methods: Like for Like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Buunk, A. P. & van Vugt, M. (2008). Applying Social Psychology: From Problems to Solutions. Sage: London, UK.

Other texts and key journal articles will be suggested by placement supervisor.

Pre-requisites

Co-Requisite : SP618/PSYC6180

Restrictions

Not available elective. Not available to short term credit students.

Synopsis *

In this year, students undertake a placement with within an organisation that delivers psychological services. During this time their work will be under the joint supervision of an academic member of staff and a supervisor within the placement setting. The placement is typically 30 weeks in duration, and starts in September. While on placement, the student keeps a reflective diary where they reflect on their experiences on the placement. They also complete a research project under the supervision of the placement supervisor and academic supervisor. Students are typically on placement 4 days a week, and the fifth day is dedicated to completing coursework. Students on placement attend 'Back to Kent' days, when they return to the University and meet with one another, and the Placement Degree convener, to discuss their experiences.

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SP618 Research in an Applied Setting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	60 (30)	100% Coursework	
3	Canterbury	Whole Year	H	60 (30)	100% Coursework	

Availability

Psychology with a Placement Year (Previously titled Applied Psychology).

Psychology with a Placement Year with Clinical Psychology (Previously titled Applied Psychology with Clinical Psychology).

Contact Hours

Total contact hours: 38

Private study hours: 562

Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1. Demonstrate expertise in the critical review of the design and conduct of psychological research, statistical methods and analysis, and the interpretation and presentation of research in psychology.

8.2. Demonstrate critical evaluation and exposition of ideas

8.3. Undertake self-reflection and development from feedback from different sources (e.g. staff, peers. Information technology).

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Make sense of statistical materials, integrate numerical and non-numerical information, and understand the limits and potentialities of arguments based on quantitative and/or qualitative information.

9.2. Communicate effectively in writing.

9.3. Where relevant, apply numeracy and IT skills appropriately.

9.4. Conduct literature review on a given subject.

Method of Assessment

Project Report 6,000 words 100%

Reassessment methods: Like for like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

N Brace, R Kemp, & R Snelgar (2003), *SPSS for Psychologists. A guide to data analysis using SPSS for Windows*. 2nd edition. Palgrave Macmillan.

Horst, Jessica S. (2015), *The psychology research companion: from student project to working life.*, Routledge, London.

Israel, M & Hay, I (2006), *Research Ethics for Social Scientists*, SAGE Publications, <http://library.kent.ac.uk/cgi-bin/resources.cgi?url=http://www.kentuk.ebib.com/patron/FullRecord.aspx?p=334518>

Online guidance for undertaking the project will be posted on the Moodle page, including example past projects. Additional information is available from UELT here : <https://www.kent.ac.uk/learning/resources/resources.html>

Pre-requisites

Co-Requisite : SP617/PSYC6170

Restrictions

Not available elective. Not available to short term credit students.

Synopsis >*

In this year, students undertake a placement within an organisation that delivers a form of psychological or related service, such as the Health Service, Home Office, Education Department or Speech and Language Therapy Services. Students may also undertake research placements, so long as the work is clearly relevant to psychology. During this time their work will be under the joint supervision of an academic member of staff and a supervisor within the placement setting. The placement is typically 30 weeks in duration, and starts in September at the latest. While on placement the student submits monthly blog entries and/or keeps a reflective diary where they reflect on their experiences on the placement. Under the supervision of the placement supervisor and the Kent academic tutor, they also complete a research project (including either empirical work or extensive literature review to summarise how the latest psychology research can inform practice in the placement environment). Students are typically on placement 4 days a week, and the fifth day is dedicated to completing coursework (reflective diary and project). Students on placement attend regular 'Back to Kent' days, when they return to the University and meet with one another, and the Placement Year convenor, to discuss their experiences.

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SP619 The Social Psychology of Groups						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Not available as an elective module. Not available to short-term credit students.

Contact Hours

Total contact hours: 25
Private study hours: 125
Total study hours: 150

Department Checked

15.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Describe how group membership affects self-perception, the perception of others, and the ways individuals behave
- 8.2 Understand the basic cognitive, affective and behavioural mechanisms that lead to these outcomes
- 8.3 Understand how intra-group and inter-group structure affects social perception and behaviour
- 8.4 Provide evidence from empirical tests of the theories and models discussed
- 8.5 Link theory and research in the social psychology of group processes to current issues in society

Method of Assessment

Essay 2,000 words 40%
Examination 2 hours 60%

Reassessment methods
Like for Like.

Preliminary Reading

Sutton, R. M., & Douglas, K. M. Social psychology. Basingstoke: Palgrave MacMillan.

Pre-requisites

PSYC3020 (SP302) Introduction to Social Psychology

Synopsis *

This module introduces you to the major orientations and discoveries in the social psychology of group processes. The material covers both behaviour within groups (e.g. group structure, social influence, leadership, and group performance) and behaviour between groups (e.g. intergroup conflict and co-operation, social categorisation and social identity, and prejudice and its reduction). We analyse the basic mechanisms in groups that occupy the same position in the social structure in terms of power, status, and group size, as well as mechanisms that characterize asymmetric groups. There is a strong emphasis on social psychological theory being examined by systematic empirical research. Teaching is by lectures and seminars with additional practical demonstrations from time to time.

SP620 The Social Psychology of the Individual						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

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Availability

Compulsory to :

BSc in Psychology with a Placement Year

BSc in Psychology with Clinical Psychology and a Placement Year

BSc in Psychology

BSc in Psychology with Clinical Psychology

BSc in Psychology with Forensic Psychology

BSc in Psychology with a year abroad

BSc in Social Psychology

BSc in Psychology and Social Anthropology

BSc in Business Psychology

BSc in Business Psychology and a Placement Year

Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and understanding of theories and research in social cognition, attitudes, and close relationships

8.2 Critically evaluate said concepts, theories and findings

8.3 Manage their own learning, and to make use of psychological research articles in social cognition, attitudes, and close relationships

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature

9.2 Demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

9.3 Critically evaluate the quality of theories, methods and findings in published research

9.4 Express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form

9.5 Demonstrate time management and organisation

Method of Assessment

Essay 2,000 words 40%

Examination 2 hours 60%

Reassessment methods: Like for like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Baumeister, R. F., & Bushman, B. J. (2008), *Social Psychology and Human Nature*, Thomson Wadsworth, International ed, paperback

Leary, M. R. (2004). *The curse of the self: Self-awareness, egotism, and the quality of human life*. New York: Oxford University Press.

Bohner, G., & Wänke, M. (2002). *Attitudes and attitude change*. Hove, England: Taylor and Francis.

Pre-requisites

PSYC3020 Introduction to Social Psychology

Restrictions

Not available elective. Not available to Short Term Credit Students.

Synopsis *

This module introduces you to the major theories and research in the social psychology of interpersonal behaviour. The emphasis throughout is on social cognition, and three main areas will be considered: social cognition and the self, attitudes (including attitude-behaviour relations, attitude change and persuasion), and interpersonal relationships. There will be a strong emphasis on social psychological theory and systematic empirical research in both field and laboratory settings.

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SP622		Psychopathology				
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

BSc (Hons) Social Sciences
BA (Hons) Health and Social Care

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Understand the problems in defining and measuring 'abnormality' and explain different models of abnormality
- 8.2 Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness and developmental disorders
- 8.3 Critically evaluate approaches to the treatment of psychological health problems
- 8.4 Understand the ethical and social issues surrounding a diagnosis of abnormality

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Show proficiency in using online journals, library and web resources to locate specialised material
- 9.2 Demonstrate an advancement in communication skills reflected in essay writing and seminar discussion
- 9.3 Apply material on broad theoretical perspectives to controversial social problems and issues
- 9.4 Demonstrate an advancement in knowledge of research methods and ability to evaluate research involving

Method of Assessment

Examination 2 hours 50%
Essay 2,000 words 32.5%
Presentation 17.5%.

Reassessment methods: This module will be reassessed by 100% coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Kring, A., Johnson, S., Davison, G. & Neale, J. (2013). *Abnormal Psychology* (12th ed.). Hoboken, N.J. : Wiley.

Pre-requisites

None

Synopsis *

This module will concern issues relating to mental health and psychopathology. Controversies in defining 'abnormality' will be examined from different perspectives. Methods of diagnosis and different approaches to explaining psychological disorders will be discussed along with approaches to treatment. We will also consider ethical and social issues relating to a diagnosis of psychological abnormality. Topics will include:

- Controversial issues in defining normality and abnormality.
- Critical evaluation of current diagnostic and classification systems.
- Comparison of different approaches to explaining abnormality.
- Developmental, anxiety, mood, personality and psychotic disorders.
- Controversies in evaluating different approaches to therapy and effectiveness

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SP627		Forensic Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

BSc (Hons) Social Sciences

BA (Hons) Criminal Justice and Criminology

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Apply theories and research findings from mainstream areas of psychology to issues and problems in criminal justice

8.2 Understand specific areas and topics within the discipline of forensic psychology and how they relate to each other

8.3 Take a critical approach in assessing the validity of psychological theories, research and applications.

8.4 Demonstrate an understanding of the potential and limitations of psychology's contributions to criminal justice.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Show progress in locating specialised primary-source journal articles in relevant subject areas using electronic journals and the internet

9.2 Demonstrate an ability to apply theories and research findings to specific social issues and problems

9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussions or presentations

Method of Assessment

Essay 2,000 words 32.5%

Seminar Presentation 17.5%

Examination 2 hours 50%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Bartol, C. and Bartol, A. (2015). Introduction to Forensic Psychology (4th Ed.). London: Sage.

Howitt, D. (2015). Introduction to forensic and criminal psychology (5th Ed.). Harlow: Pearson.

Pre-requisites

None

Synopsis *

This module concerns the application of psychological theory and research to issues in criminal justice. We will consider psychological research and application in areas such as offender profiling and investigative psychology, detecting deception, confessions and false confessions, jury decision making, and eyewitness testimony. Recent psychological findings will be emphasised. Students will be encouraged to take a critical approach to assessing the validity of theories and applications. Students should gain an understanding of the potential and limitations of psychology's contributions to criminal justice.

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SP628		Psychology of Emotion and Motivation				
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

BSc (Hons) Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

13/03/2017

30.1.18 topics removed from synopsis to CMA tf

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Understand different approaches to the study of emotion and the relationships between emotion and motivation.
- 8.2 Identify the basic primary emotions and describe universal and variable aspects of emotional expression.
- 8.3 Describe and understand the key features of alternative theoretical accounts of motivation.
- 8.4 Apply theoretical accounts of motivation to explanations for specific human behaviours.
- 8.5 Understand key research on relationships between emotion and cognition and be able to explain the implications of the findings.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Consult and interpret primary-source journal articles in relevant subject areas using electronic journals and the internet
- 9.2 Demonstrate an understanding of how different theoretical accounts of behaviour are tested through data collection
- 9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussions or presentations

Method of Assessment

Essay 2,500 words 60%

Research Article Review 1,000 words 25%

Seminar Participation 15%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Deckers, L. (2016). Motivation: Biological, Psychological, and Environmental (4th Edition). New York: Routledge

Niedenthal, P., & Ric, F. (2017). Psychology of Emotion (2nd Edition). New York: Routledge

Pre-requisites

None

Synopsis *

Emotion and motivation are core concepts in psychology. Both terms relate to the psychological forces underlying human experience and action. This module will consider the nature of positive and negative human emotions, their biological basis, and cultural variation in emotional experience and expression. We will also examine the roles of emotions, drives, and instincts in explaining human motivation, including the relationship between arousal and performance, and the distinction between intrinsic and extrinsic motivation.

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SP632		Psychology of Social Behaviour				
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

BSc (Hons) Social Sciences

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate an understanding of the ways in which behaviour is influenced by social context and social forces.

8.2 Describe and explain the processes involved in self-concept, social attribution, and attitude formation.

8.3 Evaluate theories relating to the formation and dissolution of relationships.

8.4 Describe and explain theories and research findings on pro-social & anti-social behaviour.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Consult and interpret primary-source journal articles in relevant subject areas using electronic journals and the internet.

9.2 Demonstrate an understanding of different approaches to research and the application of research findings to social phenomena.

9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussion or presentations.

Method of Assessment

Essay 2,500 words 60%

Seminar Participation 15%

Research Article Review 1,000 words 25%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Baumeister, R. F. & Bushman, B. J. (2013) *Social Psychology and Human Nature* (3rd Ed.), Belmont, CA: Wadsworth.

Hewstone, M., Stroebe, W. & Jonas, K. (2012). *Introduction to Social Psychology: A European perspective* (5th ed.), Oxford: Blackwell.

Hogg, M. & Vaughan, G. (2011) *Social Psychology* (6th ed.) Harlow, England: Prentice Hall

Pre-requisites

None

Synopsis *

Social psychology is the attempt to "understand and explain how the thoughts, feelings, and behaviours of individuals are influenced by the actual, imagined, or implied presence of other human beings" (Allport, 1954). This module then deals with the aspects of human behaviour which are particularly affected by the presence of other people, and the influences, deliberate or otherwise, which they bring to bear.

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SP633 Applying Psychology						
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	

Availability

This module is available only to students studying Psychology. Not available as an elective module. Not available to Short-Term Credit Students

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

15.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 acquisition of basic knowledge of the history and philosophy of psychology as it pertains to the application of psychology to problems of medical, social and economic relevance
- 8.2 ability to compare, contrast and where appropriate to integrate diverse approaches to psychological problems of practical significance
- 8.3 acquisition of knowledge of potential careers and entrepreneurial opportunities in applied psychology beyond the undergraduate degree
- 8.4 develop an understanding of psychology as a discipline that can be employed to change valued outcomes in domains of life such as business, health, sports and social issues
- 8.5 develop an understanding of some of the challenges that are commonly encountered in the application of psychology (e.g., ethical, logistical, methodological, financial) and some solutions to those challenges
- 8.6 to develop general critical, analytical and problem solving skills which can be applied in a wide range of different applied psychological and extra-psychological settings.

Method of Assessment

Portfolio: 2,000 Words: 50%

Exam: 50%

Reassessment methods

Like-for-like

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

- Bekerian, D. A., & Levey, A. B. (2005). Applied psychology: Putting theory into practice. Oxford: OUP.
- Buunk, A., & van Vugt, M. (2007). Applying social psychology: From problems to solutions. London: Sage.

Synopsis <span style =

This module complements the focus of BSc degree on basic (fundamental) psychological research by providing training in applied psychology. The module equips students with an understanding of what is meant by applied psychology, of the domains in which psychology can be applied (e.g., in business, education, health, and the law), and decision rules governing applied psychology such as the balance between the cost and risks inherent in an intervention with its benefits. It would also introduce students to ethical, logistical, and methodological challenges in applied psychology. Students are also introduced to the history and philosophy of applied psychology, for example contrasting humanistic and behaviourist approaches to intervention, and a consideration of the role of socially constructed "value" in the application of science (for example, how prejudice versus homosexuality have waxed and waned as "problems" warranting psychological intervention according to prevailing social values).

SP636 Evaluating Evidence: Becoming a Smart Research Consumer						
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	Spring	H	15 (7.5)	100% Coursework	

Availability

Compulsory to Business Psychology BSc and Business Psychology with a Placement Year BSc Optional to other Psychology undergraduate programmes.
Available as an elective module. Available to Short Term Credit students, subject to school and/or module convenor approval.

Contact Hours

The module will be taught by lecture/seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Acquire essential skills required by consumers of psychological or behavioural research

8.2 Recognise common threats to internal validity of experimental studies

8.3 Demonstrate skill in recognising when sufficient information has been provided to establish predictive and causal relationships

8.4 Recognise and critically evaluate common ways of using statistics and graphs to inform and to misinform

8.5 Demonstrate familiarity with typical flaws in non-experimental research (including survey, evaluation research, quasi-experimental designs)

8.6 Develop skills in the critical analysis of psychological research claims.

8.7 Develop awareness of how evidence can relate to society

8.8 Develop understanding of the range of approaches available for evaluating evidence for applying psychology

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate skill in distinguishing between questions that can and cannot be addressed empirically and scientifically

9.2 Develop skills in the critical analysis of any empirical research claim

9.3 Show appreciation and understanding of the variety of empirical and methodological approaches used in psychology

9.4 Self-reflect on constructive feedback from staff in order to improve understanding and academic performance

9.5 Develop independent learning and research skills required to support academic learning and development

9.6 Develop self-regulation skills in the form of study planning and overall time management

9.7 Develop information technology skills required to obtain key learning resources (e.g., use of online journals and learning resources as directed by lecturer).

Method of Assessment

Essay 2,000 words 40%

Exam 2 hours 60%

Reassessment methods: Like for Like.

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

David A. Levy. (1997). Tools of Critical Thinking. Needham, MA: Allyn & Bacon.

Theodore Schick, Jr. & Lewis Vaughn (2004). How to think about weird things: Critical thinking for a new age (4th edition). Boston: McGraw-Hill.

Darrell Huff (1954). How to Lie with Statistics. New York: Norton.

Keith E. Stanovich (2004). How to Think Straight about Psychology (7th edition). Boston: Allyn-Bacon.

Pre-requisites

None

Restrictions

Available to Short Term Credit students, subject to school and/or module convenor approval.

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Synopsis *

The module will systematically explore common logical and psychological barriers to understanding and critically analysing empirical research. Major topics to be considered include common fallacies of deductive and inductive reasoning, judgmental heuristics relevant to evaluating empirical research claims, essentials of a scientific method, misleading statistical and graphical techniques, establishing genuine associations, the role of inferential statistics for identifying illusory associations, essentials of causal inference, threats to the validity of experimental and non experimental research.

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SP637 Forensic Psychology: Theoretical and Applied Perspectives						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Coursework, 30% Exam	
1	Canterbury	Autumn	H	15 (7.5)	70% Project, 30% Exam	
1	Canterbury	Spring	H	15 (7.5)	70% Coursework, 30% Exam	
1	Canterbury	Spring	H	15 (7.5)	70% Project, 30% Exam	

Availability

Compulsory to Psychology with Forensic Psychology BSc.
Optional to other undergraduate Psychology programmes.
Available as an elective module.
Available to Short-Term credit students at the discretion of school and/or convenor.

Contact Hours

22 hours

Department Checked

15.03.21

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate an understanding of the practical role played by contemporary forensic psychologists in society

8.2 Demonstrate critical knowledge of forensic psychology as a discipline and research methods used within forensic psychology

8.3 Demonstrate an awareness of the fundamental application of psychology, as a science, to understand key forensic issues

8.4 Understand key concepts and sub-topics within forensic psychology and how they relate to each other (i.e., ability to synthesise core concepts within forensic psychology)

8.5 Evaluate core theories and research in forensic psychology

Method of Assessment

Essay: 2,500 Words: 70%

Examination: 30%

An alternative assessment may be provided for those short-term students who will no longer be registered when the examination takes place

Reassessment methods: Like for Like.

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

Davies, G., & Beech, A. (2012). *Forensic psychology: Crime, Justice, Law, Interventions*. Chichester, K: John Wiley & Sons, Ltd.

Journal articles and additional readings will be assigned on a weekly basis.

Pre-requisites

For non-psychology students, the minimum pre-requisite is PSYC3040 Introduction to Psychology 1, PSYC3050 Introduction to Psychology 2 OR PSYC3060 Introduction to Forensic Psychology.

Restrictions

Available to Short-Term credit students at the discretion of school and/or convenor.

Synopsis *

This module will provide students with an in-depth examination of the theoretical and applied aspects of Forensic Psychology. It will include the development of laws and the principles on which the judicial system is founded, offending by specific sections of the community including street gangs and career criminals, Criminal Justice responses to offending by the police and forensic profilers, the role and credibility of eyewitnesses and the interview processes employed with suspects, the role of juries, how sentences are compiled for convicted offenders, the aims of punishment and how prisoners respond to imprisonment, theoretical perspectives of rehabilitation and an examination of the implementation of the sex offender treatment programme. The module will focus on the in-depth application of forensic psychology to the justice system, its role in identifying and ameliorating offending behaviour. In particular it will evaluate the role of psychology in criminal justice: systems, policies and practices by presenting and critically evaluating research and research methods within forensic psychology. Students will be encouraged to develop skills to critique the literature and methodologies to further their understanding of the core forensic issues the course presents.

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SP639		Psychoanalysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Optional to Stage 3 Psychology undergraduates.

This module is available as an elective to non-psychology students, and short-term credit students, at the discretion of the school and/or module convenor.

This module is subject to a quota.

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Demonstrate an understanding of the practical role played by psychoanalytic psychology in society
- 8.2 Demonstrate knowledge of psychoanalytic psychology as a discipline and research methods used within psychoanalytic psychology
- 8.3 Demonstrate awareness of the fundamental application of psychology, as a science, to understanding key issues in psychoanalytic psychology
- 8.4 Demonstrate understanding of key concepts and sub-topics within psychoanalytic psychology and how they relate to each other (i.e. ability to synthesise core concepts within psychoanalytic psychology)
- 8.5 Demonstrate a basic ability to evaluate core theories and research in psychoanalytic psychology

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Demonstrate an appreciation and understanding of the variety of theoretical and methodological approaches used in psychology
- 9.2 Demonstrate development of independent learning and research skills required to support academic learning and development
- 9.3 Demonstrate development of self-regulation skills in the form of study planning and overall time management
- 9.4 Communicate information and opinions clearly, critically and effectively.

Method of Assessment

For sessions in which the module is delivered in the Autumn Term :-

Essay 1,500 Words 20%
Extended Essay: 3,000 Word 80%

For sessions in which the module is delivered in the Spring Term :-

Essay 1,500 Words 20%
Examination 3 hours 80%

Reassessment methods: Like for Like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

S. Freud (1915-1917) Introductory Lectures on Psycho-Analysis. London: Penguin. 1991

P. Gay (ed.) The Freud Reader. New York: Norton, 1995

J. Milton et al. (2011) A Short Introduction to Psychoanalysis. Sage

Freud Museum (n.d.) What is Psychoanalysis? <https://www.freud.org.uk/education/topic/76249/what-is-psychoanalysis-is-it-weird/>

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Pre-requisites

None

Restrictions

This module is available elective to non-psychology students, and short-term credit students, at the discretion of the school and/or module convenor.

This module is subject to a quota.

Synopsis *

This module provides students with a critical introduction to Freudian and post-Freudian psychoanalytic psychology. It will include a critical evaluation of theory, method, and data in relation to fundamental concepts in psychoanalytic psychology – e.g. the unconscious, infantile sexuality. It will also provide a critical introduction to the application of these concepts to specific clinical conditions (e.g. neurosis, depression, autism, schizophrenia); to adult and child psychotherapy; and more generally to society (including social and cultural issues such as politics and art).

SP641 Mental Health: Diagnosis, Interventions and Treatments						
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	
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	

Availability

Compulsory to:

- BSc in Psychology with a Placement Year
- BSc in Psychology with Clinical Psychology and a Placement Year
- BSc in Psychology
- BSc in Psychology with Clinical Psychology
- BSc in Psychology with Forensic Psychology
- BSc in Psychology with a Year Abroad
- BSc in Social Psychology

Optional to:

- BSc Business Psychology
- BSc Business Psychology with a placement Year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

05.03.2021

Learning Outcomes

Subject specific learning outcomes:

On successfully completing the module students will be able to:

1. Demonstrate a sound understanding of the historical developments surrounding the classification of a range of psychological disorders and their treatment methods
2. Demonstrate an understanding of the current diagnostic criteria for mental disorders, and be aware of the links between symptoms and optimal treatment approaches
3. * Show key intellectual skills by critically evaluating the effectiveness of cognitive interventions and drug treatment approaches in abnormal psychology
4. Evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in mental health practice
5. * Show familiarity with a broad range of interventions and treatments for mental disorders

* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Generic learning outcomes:

On successfully completing the module students will be able to:

1. * Demonstrate understanding of the variety of sources that are available to construct and communicate information. For example, assessing the possible causes of abnormal behaviour, and the importance of a formal classification system for diagnosis
2. * Independently evaluate evidence, and present findings and opinions as part of a group. For example, the effectiveness of mental health interventions/ treatments with reference to specific mental disorders
3. * Competently disseminate their work to an audience (i.e. via a poster)
4. * Express opinions, argue rationally and engage in critical thinking both orally and in the written form

* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

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Method of Assessment

Main Assessment Methods:

- * Poster 1,000 words 20%
- * Extended Essay 3,000 words 80%
- * This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like-for-like.

Preliminary Reading

The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

Main Texts (Available online and in the library)

- Oltmanns, T. F., & Emery, R. E. (2012). *Abnormal Psychology*. Pearson.
- Supplementary Reading (Available online and in the library)
- Cromby, J., Harper, D., & Reavey, P. (2013). *Psychology, Mental Health and Distress*. Palgrave Macmillan.
- Comer, R. J. (2013). *Abnormal Psychology*. Worth.
- Ussher, J. M. (1991). *Women's Madness: Misogyny or Mental Illness?* Harvester Wheatsheaf.

Pre-requisites

None

Restrictions

Not available to Short Term Credit Students.

Synopsis *

This module provides students with theoretical instruction and opportunities for critical evaluation in abnormal psychology. It examines the origins and identification of different forms of atypical cognitions and behaviours and investigate the psychological and social impact for patients. The module covers some of the major mental health disorders, focusing primarily on what research has to say about their social/cognitive/biological bases and the implications they have for treatment. In addition, the module describes several methodological approaches, ask fundamental questions about the meaning of normality. The historical developments in this field are examined and current interventions and treatments feature highly in this module.

SP642 Culture and Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Availability

Optional to Psychology undergraduate programmes

Available as an elective module.

Available to Short Term Credit students at the discretion of the school/module convenor.

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Define culture and its basis of shared meaning and practices and explain how this is integrated into psychology
- 8.2 Examine the influence that culture has on human experience including behaviours, thoughts, and emotions by covering research examples from different cultural contexts that show diversity and uniformity in psychological processes
- 8.3 Understand one's own (and others') experiences and actions as contextualised by cultural meanings and practices
- 8.4 Understand the terminology and basic principles of cross-cultural research methods, both experimental and non-experimental
- 8.5 Develop the critical thinking necessary to evaluate the universality of psychological processes as discussed and researched in the western world

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Critically think of psychological theories and related empirical evidence
- 9.2 Appreciate diverse ways of thinking and being
- 9.3 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking.

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Method of Assessment

Examination 2 hours 80%
ICT 45 mins 20%

Reassessment methods: Like for Like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Core text:

Heine, S. J. (2016). Cultural psychology (3rd Edition). New York: Norton.

Recommended reading:

Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the Southern culture of honor: An experimental ethnography. *Journal of Personality and Social Psychology*, 70, 945-960.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33, 61-83.

Kitayama, S. & Cohen, D. (Eds.) (2018). *Handbook of cultural psychology* (2nd edition). New York: Guilford.

Kitayama, S. & Uskul, A. K. (2011). Culture, mind, and the brain: Current evidence and future directions. *Annual Review of Psychology*, 62, 419-449.

Masuda, T., & Nisbett, R. E. (2001). Attending holistically versus analytically: Comparing the context sensitivity of Japanese and Americans. *Journal of Personality and Social Psychology*, 81, 922-934.

van de Vijver, F. J. R. Chasiotis, A., & Breugelmans, S. M. (Eds.) (2011.). *Fundamental questions in cross-cultural psychology*. Cambridge: Cambridge University Press.

Online readings in cross-cultural psychology: http://www.wvu.edu/culture/contents_complete.htm

Pre-requisites

For Psychology students, none.

For Non-Psychology students, SP304 OR SP305.

Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

Synopsis *

This module will explore how culture influences human experience including behaviour, thoughts, and emotions by providing a comprehensive introduction to general theories and methods related to culture and diversity. It will provide students with a short history of cultural psychology and cover many topical areas in psychology such as motivation, human development, and cognition from a cultural perspective and explore the methodology used by cultural psychologists. The module also aims to stimulate critical thinking and analytic skills generally, and help students think about their own values and norms from a cultural perspective.

SP646 Psychology Research Methods and Data Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
2	Medway	Autumn	I	15 (7.5)	100% Coursework	
2	Medway	Spring	I	15 (7.5)	100% Coursework	

Availability

Compulsory to Social Sciences BSc (Hons)

Optional to Criminal Justice and Criminology BA (Hons)

Contact Hours

Total Contact Hours 22
Private Study Hours 128
Total Study Hours 150

Department Checked

03.03.2021

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Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1. Demonstrate an understanding of the main approaches to conducting quantitative research in psychology and related areas including the strengths and weaknesses of each.
- 8.2. Demonstrate an understanding of sound research design, and be able to critically evaluate psychological research and quantitative approaches
- 8.3. Select and perform appropriate statistical tests by hand or using SPSS.
- 8.4. Interpret data and consider the theoretical and practical implications of research findings.
- 8.5. Understand and apply the conventions for reporting quantitative outcomes and for writing research reports in psychology.
- 8.6. Have the necessary skills to design, conduct and report an individual research project on a psychological or social science topic using quantitative methods as a dissertation in the final year of the degree course.

The intended generic learning outcomes. On successfully completing the module students will be able to:

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

Method of Assessment

Short answer exercise (2000 words) 40%
Report (2000 words) 40%
Seminar participation 20%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Field, Andy P., (2013). *Discovering statistics using SPSS (and sex and drugs and rock 'n' roll)*, Los Angeles, California: SAGE.

Jackson, Sherri L., (2012). *Research methods and statistics: a critical thinking approach*, Belmont, California: Wadsworth Cengage Learning.

Jackson S.L., (2015). *Research methods: a modular approach*, Stamford, CT: CENGAGE Learning.

Pre-requisites

SOC13440 Foundations in Social and Criminological Research 2

Synopsis *

Philosophy of science; approaches to research; levels of measurement; reliability and validity; research design; descriptive statistics; analytical tests (chi-square, t-tests and non-parametric alternatives, ANOVA and non-parametric alternatives, correlation, regression) ; using SPSS; reporting research; critical evaluation of research; and surveys.

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SP647 Summer School: Investigating the Social Mind						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	10 (5)	100% Coursework	
1	Canterbury	Spring	H	10 (5)	100% Coursework with Pass/Fail Elements	

Contact Hours

Total contact hours: 50

Private study hours: 50

Total study hours: 100

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 demonstrate knowledge and a critical understanding of the application of psychology to explain social phenomena.

8.2 demonstrate the ability to explore a series of key themes and media in social psychology from a range of traditional psychology perspectives

8.3 critically reflect upon, evaluate and present social psychology theories.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 engage with individual and group-based learning environments commensurate with the expectations and requirements of HE level study

9.2 undertake self-directed study and apply time-management skills consistent with research skills and onward professional career opportunities

9.3 draw upon transferable academic skills such as reading, writing and communicating in the context of academic lectures and seminars

9.4 increase their intercultural awareness through studying in an international environment with students from other backgrounds and nationalities

9.5 reflect upon their awareness of the UK Higher Education system in the subject specific context

Method of Assessment

Essay 1,500 words 100%

Presentation 0%, Compulsory Pass/Fail.

Reassessment methods: This module is reassessed by 100% coursework.

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Forgas, J.P., Williams, K.D., & Wheeler, L. (2001). The social mind: cognitive and motivational aspects of interpersonal behaviour. New York: Cambridge University Press.

Fredrickson, B., L. (1998). What good are positive emotions? Review of General Psychology, 2, 300-319.

Greene, J., & Haidt, J. (2002). How (and where) does moral judgment work?. Trends in cognitive sciences, 6(12), 517-523.

Kitayama, S., & Uskul, A. K. (2011). Culture, mind, and the brain: Current evidence and future directions. Annual review of psychology, 62, 419-449.

Korman, J., Voiklis, J., & Malle, B.F. (2015). The social life of cognition. Cognition, 135, 30-35.

McGarty, C., & Haslam, S.A. (1997). The message of social psychology: perspectives on mind in society. Oxford: Blackwell Publishers.

Preston, S. D., & De Waal, F. B. (2002). Empathy: Its ultimate and proximate bases. Behavioral and brain sciences, 25(01), 1-20.

Pre-requisites

None

Restrictions

This module is only available as a standalone summer module, and does not contribute to current UKC undergraduate programmes of study.

Synopsis *

This module is an opportunity to study the application of psychology, inspired by a wide range of perspectives (e.g., evolutionary psychology, social psychology, cognitive psychology), to every-day experiences. In this introductory module, the emphasis will be on how psychology (concepts, theories, and research) can explain real-world, social phenomena.

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SP648 Business Psychology Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	100% Coursework	

Availability

Compulsory to :

BSc (Hons) Business Psychology

BSc (Hons) Business Psychology with a Placement Year

Contact Hours

Total Contact Hours: 42.5

Private Study: 407.5

Total Study Hours: 450

Department Checked

03.03.2021

Learning Outcomes

Subject specific learning outcomes

On successfully completing the module you will be able to:

1. Demonstrate an understanding of relative advantages and disadvantages of alternative research methods and designs, especially in business psychology. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.
2. Demonstrate an ability to adhere to rigorous procedure when collecting and/or coding data.
3. Demonstrate an understanding of ethical issues relating to research with human participants.
4. Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques commensurate with the awarded credits.

Generic learning outcomes

On successfully completing the module you will be able to:

- 1 Demonstrate an ability to develop literature search and writing skills.
- 2 Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.
- 3 Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.
- 4 Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning

Method of Assessment

Project (5,000 words) 80%*

Pre-registration assignment (1,800 words) 15%

Professional conduct 5%

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module

Reassessment methods: Like for like.

Preliminary Reading

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The most up to date reading list for each module can be found on the university's reading list pages (<https://kent.rl.talis.com/index.html>).

- Forshaw , M. (2007). Easy statistics in Psychology: a BPS guide. Blackwell.
- Horst, J. (2015). The Psychology Research Companion: from student project to working life. Routledge.
- Cortina, J.M., Aguinis, H., & DeShon, R.P. (2017). Twilight of dawn or of evening? A century of research methods in the Journal of Applied Psychology. Journal of Applied Psychology, 102 (3), 274-290

Pre-requisites

None

Restrictions

Not available as an elective module or to short-term credit students.

Synopsis *

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

SP651 Business Psychology: Personal and Professional Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	4 (2)	Pass/Fail Only	

Availability

Business Psychology

Contact Hours

Total contact hours: 10

Private study hours: 30

Total study hours: 40

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- 8.1 Adopt multiple perspectives on issues related to Business Psychology.
- 8.2 Reflect on, and take an active role in, personal and professional development.
- 8.3 Utilise practical experiences gained as a mentee.

The intended generic learning outcomes. On successfully completing the module students will be able to:

- 9.1 Engage in reflective practice.
- 9.2 Be sensitive to contextual and interpersonal factors.
- 9.3 Use feedback effectively.

Method of Assessment

Log-book (Pass/Fail only) 1,500 words 100%

Reassessment methods: Like for Like.

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Bolton, G., & Delderfield, R. (2018). Reflective practice: Writing and professional development. London, UK: Sage Publications Ltd.

Pre-requisites

None

Restrictions

Not available as an elective module.

Synopsis

Students will attend up to four talks/workshops specifically relating to careers in Business Psychology (e.g. talks by consultant psychologists; recruitment agents). They will also participate in the Academic Peer Mentoring scheme as mentees. They will be required to keep a log book of all personal and professional development activities. This reflective practice enhances students' development, provides a record of activities for their CV, and contributes to employability.

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SP652 Business Psychology in Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

Business Psychology

Optional to:

Psychology with a Placement Year
Psychology with Clinical Psychology and a Placement Year
Psychology
Psychology with Studies in Europe
Psychology with Clinical Psychology
Psychology with Forensic Psychology
Social Psychology

Available as an elective module.

Available to Short Term Credit students at the discretion of the school/module convenor.

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

03.03.2021

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate an in-depth understanding of the scientist-practitioner model, evidence based practice, and the consultancy cycle.

8.2 Analyse and understand client needs, problems and priorities, and show an understanding of tools and techniques for gathering, analysing and feeding back data in organisational contexts.

8.3 Demonstrate a conceptual understanding of personal and team development, and how to apply this practically to mentoring, coaching, and/or counselling.

8.4. Demonstrate an in-depth understanding of professional standards and ethical issues in working with individuals, teams and organisations.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Engage in effective personal planning and project management.

9.2 Demonstrate critical thinking and problem identification.

9.3 Demonstrate self-reflection and development.

9.4 Organise information clearly and present information orally.

9.5 Define and review the work of others and work co-operatively on collective tasks and projects.

Method of Assessment

Individual Presentation (slides and narration) 50%
Reflective diary 1,500 words 50%

Reassessment methods: Like for Like.

Preliminary Reading

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Bibb, S., Pryce-Jones, J., Madin, G., Desson, S., Parashar, F., Dror, I., ... O'Reilly, C. (2014). Delivering excellent workforce experiences: A collection of finalists' case studies from the Association for Business Psychology's Workforce Experience Awards. The Association for Business Psychology (Kindle Edition; ASIN: B00OWUEAV4).

British Psychological Society (2017). Practice Guidelines. Retrieved 27th April 2018, from <https://www.bps.org.uk/news-and-policy/practice-guidelines>.

Pre-requisites

None

Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

Synopsis *

This module focuses on practical aspects of applying psychology to work and organisations. The module combines teaching of conceptual frameworks with opportunities to engage in evidence-based practice through case studies, project work and/or participation in peer mentoring.

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SP653		The Social Psychology of Justice and Morality				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Optional to Psychology undergraduate courses. Available as an elective module, subject to prerequisites. Available to Short-Term Credit Students, at the discretion of the school.

Contact Hours

Total Contact Hours 22
Private Study Hours 128
Total study hours 150

Department Checked

05.03.2021

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

systematically understand contemporary concepts, theories and findings in the Social Psychology of Justice and Morality

critically evaluate concepts, theories and findings in Social Psychology of Justice and Morality.

conceive research to address limitations and gaps in concepts, theories and findings Social Psychology of Justice and Morality.

demonstrate an awareness of how concepts, theories and findings in justice and morality may be applied, with benefits for individuals, groups, and society.

understand the historical and conceptual issues in the empirical study of justice and morality.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

critically evaluate the quality of theories, methods and findings in published research

express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form

plan work and study independently

apply theoretical concepts to real-world applications

demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge

Method of Assessment

Exam 2 hours 50%
Essay 2,500 words 50%

Reassessment methods: Like for like.

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Nadelhoffer, T., Nahmias, E., & Nichols, S. (Eds.). (2010). *Moral psychology: historical and contemporary readings*. John Wiley & Sons.

Gray, K., & Graham, J. (Eds.). (2019). *Atlas of moral psychology*. Guilford Press.

Pre-requisites

None for Psychology students. For non-Psychology students, prerequisite PSYC3040 (SP304) or PSYC30350 (SP305).

Restrictions

Available as an elective module, subject to prerequisites. Available to Short-Term Credit Students, at the discretion of the school.

Synopsis *

This module is concerned with contemporary concepts, theories and findings in the social psychology of justice and morality. We will consider how social psychology has been applied to understand the basis of our sense of morality and justice, with a particular focus on how these theories can help us understand contemporary real-world ethical debates and be applied with benefits for individuals, groups and society. In doing so, we will see how the empirical methods of psychology can be joined with philosophical and political concepts of justice and morality, and better understand how individuals develop and use moral concepts to navigate the social world and guide their behaviour.

WL536 Learning and Development in Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

Availability

Autumn

Contact Hours

38

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate the ability to evaluate a range of applied techniques to critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.
2. Demonstrate the capacity for autonomous learning and working with others, in order to evaluate the need to undertake further training, develop new and/or existing skills, and acquire new competencies commensurate with assuming greater personal responsibility and/or responsibility within organisations.
3. Demonstrate written and oral communication skills through seminar participation and written submission.
4. Demonstrate the ability to appraise and present material, data and scientific literature through the use of the internet and other sources.

Method of Assessment

An oral presentation demonstrating competence in the acquisition of critical appraisal skills related to the progression of professional practice.(12-15 minutes duration)

A reflective analysis which reviews previous learning and shows professional experience and capability relevant to the student's own professional context.(3000 words).

Preliminary Reading

- Bolton G (2014) Reflective Practice: Writing and Professional Development. 4th Edition. London: SAGE Publications Ltd
- Easterby-Smith, M. & Lyles, M. (2011) Handbook of Organizational Learning and Knowledge Management. 2nd Edition. London: John Wiley & Sons.
- Senge, P, et al (2007) The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation, London, Random House

Pre-requisites

n/a

Synopsis

Learning and Development in Professional Practice explore the principles and application of experiential learning within a workplace context. It will focus on the relevance of the individual within the workplace context and how professional practice and organisational effectiveness can be developed through individual developing strategies for continuous professional development and participation in learning opportunities within their workplace settings and professional context. The module will provide a strong grounding in the principles of continuous professional development. Topics to be covered are: Organisational learning, personal development within a professional context, experiential learning and reflective practice.

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WL537 Enquiring into Professional Practice: Project Dissertation (BA Hons)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	60 (30)	100% Coursework	

Availability

Autumn

Contact Hours

The module includes up to 40 hours of contact teaching, split over 3 weekends, plus up to 8 hours of individual tutorial beyond the taught sessions. A guided self-study package, requiring a minimum 15 hours of student learning endeavor, will be issued approximately 3 weeks prior to attending the initial taught session.

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate the writing and literature management skills necessary to structure, progress and produce a dissertation report, which reviews an area of enquiry, with reference to methodology, implementation and outcomes within a work-related context.
2. Draw upon an authoritative and pertinent literature base that is related to cultural, social and intellectual histories, theories and influences and analyse and critically assess evidence of the application of those research findings to improve working practice.
3. Demonstrate an understanding of professional and ethical considerations appropriate to their workplace setting.
4. Demonstrate the ability to disseminate findings across professional groups.

Method of Assessment

1. Oral presentation of 10 minutes, with PowerPoint slides(20%)
2. Submission of an individual piece of work in the form of an 8000 words dissertation(60%)
3. Academic poster presentation, which presents key elements of the dissertation(20%)

Preliminary Reading

- Aveyard, H. (2014) Doing a Literature Review in Health and Social Care, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.
- Hart, C. (1998) Doing a literature review: Releasing the Social Science Research Imagination. UK, Open University Publishing
- Machi, L. & McEvoy, B. (2012), The Literature Review: Six Steps to Success. 2nd Edition. USA: Corwin Press
- Ridley, D. (2012) The literature review: a step by step guide for students. 2nd Edition. London: Sage.
- Robson, C. (2011) Real World Research. Chichester: Wiley.

Additional readings will be advised to support your academic development from your own area of professional practice.

Pre-requisites

This module is co-requisite to the Critical Appraisal and Research Skills in Professional Practice.

Synopsis >*

During this module the student will explore and apply the knowledge and skills to systematically explore professionally related literature to respond to a question, based on an area of enquiry related to the student's own practice. Module 'Critical Appraisal and Research Skills in Professional Practice' provided the basis for this area of enquiry.

For the award of BA (Hons) the student should draw upon an authoritative and pertinent literature base that is related to cultural, social and intellectual histories, theories and influences. The submission resulting from this module should have validity and applicability to advancing professional standards within a workplace context. Therefore, throughout the module students are encouraged to critically evaluate the worth and applicability of professionally relevant literature within their preferred subject area. Students will clearly state the case for their chosen subject, how it contributes to the raising of current standards of practice, and supports any case for change, and follow the framework required for the submission. Students will be assigned an academic member of staff for the duration of their project dissertation who will provide support, guidance and advise students on the management of their study.

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WL538 Critical Appraisal and Research Skills in Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

Availability

Spring

Contact Hours

36

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate the ability to apply techniques to critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.
2. Demonstrate the capacity for autonomous learning and for working with others.
3. Demonstrate written and oral communication skills through seminar participation and written submission.
4. Demonstrate the ability to appraise and present material, data and scientific literature through the use of the internet and other sources.

Method of Assessment

An oral presentation (12-15 minutes) demonstrating the acquisition of critical appraisal skills related to the progression of enquiring into an area of professional practice

Prepare a proposal for the research dissertation that is relevant to own professional practice. The proposal will then form the basis of the project dissertation WL539 (3000 words). The proposal should be supported with an extended bibliography.

Preliminary Reading

- Aveyard, H. (2014) Doing a Literature Review in Health and Social Care, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.
- Hart, C. (1998) Doing a literature review: Releasing the Social Science Research Imagination. UK, Open University Publishing
- Machi, L. & McEvoy, B. (2012), The Literature Review: Six Steps to Success. 2nd Edition. USA: Corwin Press
- Ridley, D. (2012) The literature review: a step by step guide for students. 2nd Edition. London: Sage.
- Robson, C. (2011) Real World Research. Chichester: Wiley

Pre-requisites

n/a (note: This module leads student to do Enquiring into Professional Practice: Project Dissertation, which is WL539-60CP)

Synopsis *

This module will focus on developing the skills to ensure that students become effective users of research findings, within the context of enhancing the quality of their own practice and workplace setting. This module will provide an opportunity to discuss the principles of research, the mechanisms and barriers to integrating practice competence with the best available external evidence from research, and how this can be applied to achieve the ultimate goal of improving competence within the students own area of practice. Sessions will cover the process of forming a practice focused question, designing a search strategy using relevant databases and gaining experience in the use of the tools and techniques available to undertake a project through the efficient search and retrieval of the literature. Topics covered in the session include: the process of retrieving and critically appraising the literature related to practice, exploring recognised appraisal tools available to aid the assessment of validity and relevance of literature, understanding broader research methodology and methods, the principles of completing a project proposal (based on a literature review methodology).

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WL539 Enquiring into Professional Practice:Project Dissertation (BSc Hons)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	60 (30)	100% Coursework	

Availability

Autumn

Contact Hours

40

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate the writing and literature management skills necessary to structure, progress and produce a dissertation report, which reviews an area of enquiry, with reference to methodology, implementation and outcomes within a work-related context.
2. Draw upon an authoritative and pertinent literature base that has been scientifically or empirically derived from, for example, experimental or exploratory designed research) and analyse and critically assess evidence of the application of those research findings to improve working practice.
3. Demonstrate an understanding of professional and ethical considerations appropriate to their workplace setting.
4. Demonstrate the ability to disseminate findings across professional groups.

The intended generic learning outcomes

On successfully completing the module students will be able to:

1. Critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.
2. Demonstrate the capacity for autonomous learning and working with others, in order to evaluate the need to undertake further training, develop new and/or existing skills, and acquire new competencies commensurate with assuming greater personal responsibility and/or responsibility within organisations.
3. Demonstrate written and oral communication skills through seminar participation and written submission.
4. Demonstrate the ability to appraise and present material, data and scientific literature through the use of the internet and other sources.

Method of Assessment

1. Oral presentation of 10 minutes, with PowerPoint slides(20%)
2. Submission of an individual piece of work in the form of an 8000 words dissertation(60%)
3. Academic poster presentation, which presents key elements of the dissertation(20%)

Preliminary Reading

- Aveyard, H. (2014) Doing a Literature Review in Health and Social Care, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.
- Hart, C. (1998) Doing a literature review: Releasing the Social Science Research Imagination. UK, Open University Publishing
- Machi, L. & McEvoy, B. (2012), The Literature Review; Six Steps to Success. 2nd Edition. USA: Corwin Press
- Ridley, D. (2012) The literature review: a step by step guide for students. 2nd Edition. London: Sage.
- Robson, C. (2011) Real World Research. Chichester: Wiley.

Pre-requisites

This module is co-requisite to the Critical Appraisal and Research Skills WL538 in Professional Practice

Synopsis *

During this module the student will explore and apply the knowledge and skills to systematically explore professionally related literature to respond to a question, based on an area of enquiry related to the student's own practice. Module 'Critical Appraisal and Research Skills in Professional Practice' provided the basis for this area of enquiry.

For the award of BSc the student should draw upon authoritative and pertinent literature base that has been scientifically or empirically derived from, for example, experimental or exploratory designed research.

The submission resulting from this module should have validity and applicability to advancing professional standards within a workplace context. Therefore, throughout the module students are encouraged to critically evaluate the worth and applicability of professionally relevant literature within their preferred subject area. Students will clearly state the case for their chosen subject, how it contributes to the raising of current standards of practice, and supports any case for change, and follow the framework required for the submission. Students will be assigned an academic member of staff for the duration of their project dissertation who will provide support, guidance and advise students on the management of their study.