School of Social Policy

Guide to Module Choices for Incoming Exchange Students

2019/20

Introduction

This booklet contains information on all modules offered to exchange students visiting the School of Social Policy for the 2019-20 academic year. The information in this booklet is correct at the time of production, but please note that module information can change at short notice (e.g. the semester in which a module takes place) or a module could become full. This information applies only to students within the School of Social Policy; some modules may not be available to students outside the School, depending on demand.

Credits

If a student is here for one semester they must take 60 credits. If a student is here for a full year they should take 120 credits. Students who are here for a full year should aim to take 60 credits in each semester (a 60:60 split) although a 70:50 split can be agreed in exceptional circumstances.

Selecting Appropriate Modules

First and Second Year modules are appropriate for all students, regardless of their previous study. Final Year modules require a background in a Social Policy discipline (Social Policy, Sociology, or Criminology). If you are unsure whether a module is suitable, please see the module leader during their office hours when you arrive in Birmingham or contact them before you arrive via email.

Taking Modules from different Schools

At least 40 credits a Semester should be from the School of Social Policy, but a student can take up to 20 credits from outside the school each semester. It is the responsibility of the student to contact other schools if they are interested in other modules, and to check that these are compatible with their timetable.

Module Code	Module Title	Semester	Page
First Year Modules			
26006	Introduction to Social Policy	1	4
30200	Philosophies of Welfare	1	5
30168	Sociology of Everyday Life	1	6
26858	Introduction to Criminology	1	7
30172	The Sociological Imagination	1	8
30170	Introduction to Social Divisions	2	9
30201	Social Problems and Social Policy: Social Science in Action	2	10
30198	Social Research 1	2	11
28752	Violence in a Global Context	2	12
Second Year Modules			
27250	Punishment in a Global Context	1	13
19221	Gender and Sexuality	1	14
30177	Modern Sociological Theory	1	15
30174	Media and Society	1	16
28761	Comparative Social Policy	1	17
30178	Self and Society	2	18
26046	'Sociology of Race' and Ethnicity – A Global Perspective	2	19
30187	Terror, Threat and Security	2	20
22860	Global Societies	2	21
30176	Social Research 2	2	22
Final Year Modules			
30182	Contemporary Social Theory	Full Term	23
30185	Sociology of Personal Life	1	24
28763	New Migration and Superdiversity	1	25
30192	Crime and the City	1	26
30186	'Freedom,' Control and Critique	1	27
23487	Technology and Society	1	28
30194/30196	Quantitative Data Analysis 1 & 2	1	29
26861	Youth, Crime and Justice	1	31
30191	Sociology of Success and Fame	2	32
30184	Divided Publics?	2	33
27251	Harmful Societies	2	34
31379	Drugs: Society, Politics and Policy	2	35
30199	From Beveridge to May: The Political History of the Welfare State from the Second World War to the Present Day	2	36
30189	Political Sociology	2	37

Module Title	LC Introduction to Social Policy
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	26006
Module Lead	Lee Gregory
Level	Certificate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module provides students with a broad introduction to the study of social policy. Because policy is not made in a political or socio-economic vacuum, it endeavours to impart an understanding of the fluid and changing nature of social policy in the UK. The module introduces key sets of policies and ideas and students will be encouraged to critically examine current policies and their political, economic and social implications. The module consists of four parts and will encompass the following: 1. Introduces social policy as an academic subject and process in itself, in doing so addressing: who provides social policy, and who pays for it? 2. Explores the key ideas that underpin the design and delivery of social policy and how they vary according to different political and ideological perspectives. 3. Application of these ideas, as well as an exploration of contemporary issues, to specific policy areas such as poverty, health and housing. 4. The influence of demographic change, corporate interests and the future prospects for British Social Policy.
Learning Outcomes	By the end of the module students should be able to: • Explain the core concepts that determine the shape that social policy in different areas takes. • Critically appraise the role of the mixed economy of welfare in efforts to secure human wellbeing. • Outline the relevance of concepts for framing various debates within the central fields of social policy • Combine the discussion of the MEW, context and concepts to assess policy change in Britain in key fields (Social Security, Health, Housing, etc.) • Identify key factors which shape and inform policy in preparation for considering the analysis of policy impact and effectiveness
Assessment	• 1,500 word annotated bibliography with 500 word book review (40%) • 2,000 word essay (60%)

Module Title	LC Philosophies of Welfare
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30200
Module Lead	Tom Farnhill
Level	Certificate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module introduces students to the major theories that have impacted upon social policy and welfare provision since the 19th century. The focus will be upon British social policy and introduces students to a number of historical phases that mark discrete ideological and theoretical stages: 'laissez faire liberalism', the 'golden age' of social democracy, 'Thatcherism', 'Third Way' and 'Coalition'. The module will then introduce a number of critical perspectives, such as Marxist, feminist, anti-racist, and post-modernist, that have sought to challenge these dominant philosophies of welfare.
Learning Outcomes	By the end of the module students should be able to: • discuss key theories that have shaped British social policy • apply key ideological critiques of British social policy and the welfare state to contemporary social debates • analyse inter-relationships between the different theories and critiques described in this module • appraise the relevance, accuracy and significance of different ideological and philosophical arguments
Assessment	4000 Word Summative Essay: Coursework (100%)

Module Title	LC Sociology of Everyday Life
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30168
Module Lead	Dr Amanda Conroy
Level	Certificate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module introduces students to the theoretical and methodological perspectives associated with sociological accounts of everyday life. Instead of studying the macro-level systems and structures that order the social world, a sociology of everyday life takes as its point of departure agency, behaviours, and day-to-day social interactions. The module explores what is distinctive about sociological accounts of individual experience. It identifies and draws on key concepts from the micro-sociological tradition in analysing how individuals come to make sense of and negotiate everyday settings. The module pursues these approaches through case studies of a range of artefacts that populate modern life. Case studies might include: What does the smartphone say about how technology mediates human relations in the digital era? How did the diamond engagement ring become a part of the rituals of kinship and romantic love? What does a Coke can tell us about globalization and the homogenization of culture?
Learning Outcomes	By the end of the module students should be able to: • Explain and critically assess key concepts in the sociology of everyday life • Identify what is distinctive about sociological accounts of everyday life • Apply key concepts to substantive case studies on different aspects of everyday experience • Evaluate the merits of sociological theories of everyday life
Assessment	Summative 4000 Word Essay: Coursework (100%)

Module Title	LC Introduction to Criminology
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	26858
Module Lead	Anna Kotova
Level	Certificate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	The module will provide an introduction to Criminology as a 'discipline', and its contribution to academic and societal understandings of 'crime' and the 'causes of crime'. It will outline the discipline's historical origins and chart its historical development from the 19th Century prison to a burgeoning multidisciplinary field of the 21st Century. In doing so, the module will encompass key thinkers and paradigms that have influenced criminological thought, as well as considering the political and social contexts that have given rise to particular trends in thinking. The first part of the module will describe the birth of the discipline and the development of mainstream positivist criminological thought and its focus on identifying the 'causes of crime'. Thus students will be introduced to a variety of biological, psychological and sociological positivist explanations of crime that grew unchallenged until the late 1950s. The first part will conclude by examining the challenge to positivism, presented by labelling theorists in the 1960s and subsequently, radical and feminist criminologists of the 1970s that viewed 'crime' as a reflection of dominant interests and groups within society, seeking to understand 'criminality' in these contexts. The second part of the module will chart the fragmentation of Criminology and the expansion of the discipline from the 1980s to the current point in time, particularly resulting from the post modernist turn as well as the 'globalisation' of the discipline. The purpose being to introduce students to the wide array of criminological paradigms that have flourished during this time and the resulting contemporary trends in thinking.
Learning Outcomes	By the end of the module students should be able to: • Demonstrate an understanding of the historical origins and key developments across time in criminological knowledge. • Demonstrate an understanding of the social, political and policy contexts that have shaped the emergence of specific criminological theories. • Demonstrate knowledge of the key paradigms in criminological thought and how they inform our understandings of 'crime and criminality'. • Discuss the concept of 'crime' as a social construction. • Evaluate the contribution of Criminology, as a discipline, to our understanding of 'crime' and 'criminality'.
Assessment	4000 Word Summative Essay: Coursework (100%)

Module Title	LC The Sociological Imagination
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30172
Module Lead	Dr Justin Cruickshank
Level	Certificate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module is designed to introduce students to the discipline of sociology by exploring the questions that define the discipline. The module has three blocks which are: What is Sociology?, What is Society? and The Structure - Agency Problem. In the first block students are introduced to the debates about the purpose of sociology and whether or not it can be a science of society. The second block students are introduced to the way the concept of society developed as a distinctly modern concept discussed by philosophers, political theorists and social scientists. In the third block, students are introduced to the structure - agency problem and the way in which sociologists have focused on the micro level, the macro level and their possible integration.
Learning Outcomes	By the end of the module students should be able to: • identify and account for major mechanisms in contemporary society; • have a critical sense of sociology as a discipline and its contribution to the understanding of key social issues; • relate sociological argument and empirical evidence.
Assessment	4000 Word Summative Essay: Coursework (100%)

Module Title	LC Introduction to Social Divisions
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30170
Module Lead	Dr Andrew Knops
Level	Certificate Level
Credits	20
Semester	Semester 2
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This course provides an introduction to the key social divisions in modern society. In this module you will learn about the various dimensions of social divisions and the role they play in organising identities, everyday interactions, communities, and social spaces. We will also examine how social differences become the basis for stratifying societies and as such result in social hierarchies and inequalities. The module will explore in depth key debates about the role of gender, class, and 'race' and ethnicity, and their intersections, in modern societies.
Learning Outcomes	By the end of the module students should be able to: • Understand the importance of social differences in modern societies • Demonstrate knowledge of the social processes associated with class, gender, and ethnicity and the relation among them • Explain the role of inequality as an issue in the development of sociological thought and research • Critically evaluate social processes which result in social division and their role in everyday life
Assessment	3 Hour Examination : Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LC Social Problems and Social Policy: Social Science in Action
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30201
Module Lead	Harriet Clarke
Level	Certificate Level
Credits	20
Semester	Semester 2
Pre-requisites	None
Co-requisites	None
Restrictions	None
Exclusions	None
Description	This module explores the relationship between social science, social problems and social policy in contemporary society. The introductory part of the module explores the relationship between the development of the social sciences and political concerns about social issues. This introduction highlights that 'social problems' may be explained as arising through individual or social or more complex multi-level mechanisms, with distinct implications for social policy. Throughout the module students will explore the implications of understanding issues faced by individuals, families and communities as a predominantly private or a predominantly public concern. They will also consider why the label social problem has been attached to particular social phenomenon and not others. What role do different actors (e.g. media, campaigners, social scientists) have in defining social issues as a 'social problem'. Is there a `social scientific' rationale for such selections or have social problems been constructed and responded to because of other political, social and economic factors? What can be learnt from both historical and contemporary analyses of 'social problems' addressed through social science and social policy? Attention will also be given to the way in which social policies have been developed to ameliorate or resolve identified social problems. Following addressing social science and its relationship to identifying, explaining and responding to social problems the module will explore the relationship between social science, 'social problems' and social policy through a series of case studies on topics such as disability, crime, homelessness, 'race' and ethnicity, immigration, and public health]. In each of these case studies attention will be given to the historical background of the `problem,' policy responses and contemporary trends. Content of the module will be reviewed so that contemporary policy issues are addressed to demonstrate 'social science in action': by this we are stressing that policy issues require constant learning as (i) social problems and social policy have a history, (ii) the context in which they are understood and responded to changes over time, and (iii) involves engaging with different social science contributions alongside non-academic ways of sense-making and policy-relevant action (e.g. from activists, professionals, providers and policy makers).
Learning Outcomes	By the end of the module students should be able to: - Discuss the complex nature of a social problem - Recognise the significance of analysing problems in societies in individual and structural terms - Outline the historical development of specific social problems - Understand that social sciences have developed in relation to political and public concerns with specific 'social problems' - Debate the contested nature of social policy (as a practice, and as a discipline) - Appraise the social science and political rationales for social policy responses to social issues - Demonstrate they understand and are able to meet the expectations of professional conduct, performance, behaviour and ethics. (Social Work Students only)
Assessment	3 Hour Exam: Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LC Social Research I
School	School of Social Policy
Department	Social Policy, Sociology & Crimin
Module Code	08 30198
Module Lead	Kayleigh Garthwaite
Level	Certificate Level
Credits	20
Semester	Semester 2
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module will introduce students to studying and researching for interdisciplinary social science degree programmes. The phrase 'an interdisciplinary subject', means that during your academic studies, students will use ideas, theories, data and methods from a range of disciplines or subjects such as sociology, politics, history, psychology, economics and international studies, as well as theories and practices which are distinctive to the academic discipline of social policy itself. Through a combination of lectures, seminars, practical sessions and guided independent study the module students will have the opportunity will to assess and develop their knowledge and skills in researching and communicating relevant topics. Students will also have the opportunity to explore how claims, issues and questions regarding policy and society can be analysed and understood using a range of sources of data, research strategies and positions. In sum, students will be given the opportunity to further develop your capacity to undertake study, research and communicate your understanding of Policy and Society. This will be essential for helping students to manage your transition to University level study and for preparing students for more advanced forms of research and analysis.
Learning Outcomes	By the end of the module students should be able to: • Identify and describe a range of sources of data and research strategies when researching policy and society. • Identify, retrieve and analyse sources of data using a range of methods for researching policy and society. • Communicate findings and arguments according to the appropriate academic conventions.
Assessment	Exam (Centrally Timetabled) - Written Unseen (30%) Exam - Multiple Choice Component: MCQ (Multiple Choice Questions) (70%)

Module Title	Violence in a Global Context
School	School of Social Policy
Department	Soc Policy, Sociology & Crimin
Module Code	08 28752
Module Lead	Clare Harewood
Level	Certificate Level
Credits	20
Semester	Semester 2
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Contact Hours	Lecture-13 hours Seminar-8 hours Guided independent study-179 hours **Total:** 200 hours
Description	The module will explore the many layers and meanings attributed to the notion of 'violence', examining the ways in which violence is socially constructed. The module will investigate the political and cultural forces that shape societal perceptions of and responses to violence and those individuals and social groups. Drawing on broader criminological theories the module will interrogate the academic and societal explanations proposed to understand incidence and rates of violence in contemporary societies. The module will be framed through introductory sessions that explore the conceptualisation, theories and measurement of violence. These themes will be explored in the remainder of the module through case studies that investigate violence at different societal levels and in contrasting contexts: Street Level Violence (Homicide; Gang Related Violence; Football Hooliganism); Gender Based Violence (Domestic Violence; Forced Marriage, Honour Based Killing); Corporate Violence (Health and Safety Deaths/Injuries); State Violence (Torture; Extrajudicial Killings); Political Violence (Far Right Extremism; Islamic fundamentalism); Structural Violence (Global Poverty).
Learning Outcomes	By the end of the module students should be able to: • Demonstrate knowledge of a range of theories that explain the production of violence in differing social contexts, • Identify the political and cultural forces that shape social understanding and contrasting attitudes towards different forms violence; • Evaluate policy to understand the relative strengths and weaknesses of these approaches to different forms of violence
Assessment	28752-01 : 3 Hour Exam : Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LI Punishment in a Global Context
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	08 27250
Module Lead	Anna Kotova
Level	Intermediate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module will address the role of punishment within contrasting societies as a mechanism for crime control, as well exploring alternative explanations for the social function of punishment. The module will be divided into the following constituent parts: First, the module will begin with an overview of the historical evolution of punishment, with a particular focus on the shift from capital punishments and transportation to the 'birth of the modern prison' in the UK. Following from the 19th century prison, the module will consider a series of historical policymaking phases, including post-war 'penal welfarism' and the recent 'prison works' agendas. Second, the module will consider the varied functions that punishment performs, such as deterrence, public protection, and rehabilitation, as well as investigating the liberal philosophies that underpin these ideas. Third, the module will examine within a comparative context contrasting approaches to punishment, such as Aboriginal/Maori community justice, US 'supermax' prisons and Swedish 'open' prisons. Finally, the module will consider contemporary issues in punishment, including mass imprisonment, growth of the penal-security industrial complex, war crimes tribunals and truth and reconciliation commissions.
Learning Outcomes	By the end of the module students should be able to: • Demonstrate an understanding of the historical origins and development of punishment and prisons in the UK and comparative international contexts; • Demonstrate an understanding of the philosophies and aims that underpin punishment; • Discuss comparative and supranational policy approaches to punishment and prison; • To apply concepts and philosophies of punishment to enhance understanding of contemporary policy issues.
Assessment	5000 Word Summative Essay: Coursework (100%)

Module Title	LI Gender and Sexuality
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	19221
Module Lead	Amanda Conroy
Level	Intermediate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	In this module students will learn about theories of gender and the tenets of feminist theory in the first half of the module. Gender differences and the translation of difference into inequality will be addressed. Theory will be applied to a range of substantive areas including the private/public spheres, the body, media, postfeminism, gender identity, masculinity and class. In the second half of the module, theories of sexuality will be examined and explored in relation to a range of substantive topics including heterosexuality, same sex sexualities, prostitution and pornography; race and desire and sexualisation of culture. While its disciplinary focus is sociology, the module will draw substantially from gender studies, lesbian and gay studies, Queer theory and cultural studies.
Learning Outcomes	By the end of the module the student should be able to: • Critically evaluate the main theories of gender and sexuality; • Demonstrate a broad understanding and explain the relationship between the gender and sexuality; • Research a specific topic, undertake an in-depth analysis and write this up in a scholarly fashion; • Apply theoretical concepts to substantive areas.
Assessment	Summative 5000 Word Assignment: Coursework (100%)

Module Title	LI Modern Sociological Theory
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30177
Module Lead	Frankie Rogan
Level	Intermediate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module introduces the central ideas of key thinkers in the sociological tradition, as they sought to understand the development of modern industrial societies from the nineteenth century to the 1970s. The module opens with a detailed survey of the three 'founding' thinkers of modern sociology - Marx, Durkheim and Weber, as well as an introduction to those who introduced micro-sociological approaches to the study of everyday life (e.g. Simmel). Later, competing interpretations of the character of modern societies are then examined, ranging from the functionalist society of Talcott Parsons to the more pessimistic analysis of the Frankfurt School of critical theorists. The subsequent turning of modern sociological theory against itself, and the emergence of postmodernism, are the starting point for the Level H core module, Contemporary Social Theory.
Learning Outcomes	By the end of the module students should be able to: ☐ Identify, compare and critically assess the theoretical approach, substantive analyses and implications of the work of key sociological theorists in this period.
Assessment	Summative 5000 Word Essay: Coursework (100%)

Module Title	LI Media and Society
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30174
Module Lead	Dr Ross Abbinnett
Level	Intermediate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	The module will set out the relationship between techniques of representation that have developed through the mass media and the emergence of a new public sphere in which political debate is led by the manipulation of images. The first semester will concentrate on theorizing the ways in which the relationship between text, image and visual technologies has evolved in the twentieth century, and will give a comprehensive account of the classical tradition of media and communications theory (Gramsci, McLuhan, Hall, Berger, Bourdieu, Bauman etc). The second semester will apply the theoretical material covered in semester one to ways in which issues such as disability, welfare, race, immigration, religious fundamentalism, and drug use are represented in the public sphere.
Learning Outcomes	By the end of the module students should be able to: • Give a critical account of the development of media and communications networks in the twentieth century • Give a critical account of the evolution of the sociology of the media • Engage critically with the social and political effects virtual, aesthetic and information technologies • Apply the insights of media theory to the representation of contemporary issues
Assessment	Summative 5000 Word Essay: Coursework (100%)

Module Title	Comparative Social Policy
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	28761
Module Lead	Harriet Thomson
Level	Intermediate Level
Credits	20
Semester	Semester 1
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	The study of Social Policy at undergraduate level is designed to enable students to reflect on ways in which different societies have developed alternative ways of meeting those these needs or have, in some cases, done so in discriminatory and/or oppressive ways. This module starts with the question "Why do comparative Social Policy?" It then introduces the analysis of social policy with the examination and assessment of theoretical models which underpin different social policy regimes and moves forward through a discussion of relevant examples to the present using Esping-Aldersen's typology as a foundation and examining this in the light of the work of later critics. During term 1, students are encouraged to develop their own areas of interest and to demonstrate this by means of a short book review
Learning Outcomes	By the end of the module students should be able to: • Relate to human and social needs in the UK and other countries and of the social policies and welfare institutions which exist to meet them • Identify local, regional, international and supra-national dimensions of Social Policy • Demonstrate an understanding of the theories and methods of comparative analysis • Explain the values and limits of the comparative approach
Assessment	5000 Word Essay: Coursework (100%)

Module Title	LI Self and Society
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30178
Module Lead	Dr Will Leggett
Level	Intermediate Level
Credits	20
Semester	Semester 2
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module explores the nature of the self and identity in sociological perspective. It considers how the idea of the self has varied historically and across cultures, and its relationship to both reproducing and challenging the wider society. The module will critically engage with key theories of the self and identity from across disciplines, and examine case studies of practices of the self in a variety of fields such as personal relationships, self-actualisation, career and body management, consumer behaviour and political identity.
Learning Outcomes	By the end of the module students should be able to: • Identify the relationship between conceptions of the self and the wider society. • Critically engage with a range of theoretical perspectives on the nature of the self and identity. • Apply these perspectives to specific practices of the self in their everyday context.
Assessment	Summative 5000 Word Essay: Coursework (100%)

Module Title	LI `Sociology of Race' and Ethnicity - A Global Perspective
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	26046
Module Lead	Gezim Alpion
Level	Intermediate Level
Credits	20
Semester	Semester 2
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module adds to the Introduction to Multiculturalism module by providing an economic and historical context to current debates, as well as an exploration of key contemporary issues. It starts with an analysis of British imperialism, colonialism, the end of empire, and post-war reconstruction and race relations. It moves on to look at the politics of 'race' in the post-war era, with a focus on British ethnic minority settlement, community development, identity, racialisation, radicalisation, criminalisation and public policy. Contemporary issues that follow are political participation and representation; citizenship, civil society and community cohesion; ethnic minority media and ethnic minorities in the media; ethnic minorities and the criminal justice system; ethnic minority education issues (social class, ethnicity, religion and culture - with special reference to South Asians in education in Birmingham); ethnic minority entrepreneurialism (ethnicity, commodification, competition and development - with special reference to the 'Baltis' in Birmingham).
Learning Outcomes	By the end of the module students should be able to: • demonstrate an understanding of key themes, issues and debates relating to the study of `race? and ethnicity within the discipline of Sociology   • analyse and discuss key writings of the founders of Sociology on `race? and ethnicity • think critically about `race? and ethnicity as perennial social divisions and as contemporary forms, categories and sources of inequalities
Assessment	Summative 5000 Word Assignment: Coursework (100%)

Module Title	LI Terror, Threat and Security
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30187
Module Lead	Mark Monaghan
Level	Intermediate Level
Credits	20
Semester	Semester 2
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module will provide students with an opportunity to critically explore a range of politically salient issues relating to terror, threat and security. Noting the contested nature of how we seek to define terrorism, the module will focus on modern terrorism and the use of terrorist violence to critically consider a range of key concepts and relevant theories including securitisation and governmentality as also extremism and radicalisation among others. In doing so, consideration will be given to how governments devise and implement appropriate counter-terror policies and approaches as a means of evaluating their effectiveness. The impacts of these will also be explored focusing on notions of suspect communities, social harm, exclusion and marginalisation. From here, students will consider a number of emergent and overarching questions through the lens of a series of case studies to include: terrorist actions perpetrated by state actors; the 'war on terror' post-9/11; ethno-nationalist terrorism underpinning conflicts between Israelis and Palestinians and in Northern Ireland; far-right groups and 'lone wolf' terrorism; revolutionary left-wing movements; Islamist-inspired terrorism focusing on Islamic State and its activities in both the Middle East and Europe; policing and Project Champion; groups and activists inspired by environmental and vivisection issues; and the role of the media and how it relates to and represents matters of terror, threat and security.
Learning Outcomes	By the end of the module students should be able to: • Construct a critical account of the contested nature of how terrorism is understood and defined in the contemporary setting • Appraise various policy and legislative approaches relating to counter-terror and security as also extremism and radicalisation • Apply a range of key concepts and theories to the critical investigation of particular examples of modern terrorism and the use of terrorist violence
Assessment	Summative 5000 Word Essay: Coursework (100%)

Module Title	LI Global Societies
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	22860
Module Lead	Lorenza Antonucci
Level	Intermediate Level
Credits	20
Semester	Semester 2
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	The module analyses important global issues from a sociological perspective. It introduces students to globalisation, the emergence of world society, and to the persistence of global inequalities. Among the key topics examined are poverty and development, gender and racial inequalities, demographic change, migration, urbanisation, environmental issues, work and corporate power, tourism and culture, world religions, crime, terrorism, conflict and the media's role in a globalised world.
Learning Outcomes	By the end of the module students should be able to: • Identify and evaluate key analytical issues in debates on globalisation • Assess the development of and relationship between processes of cultural, economic and political globalisation • Critically apply these debates to substantive case studies in aspects of Global Societies
Assessment	Summative 5000 Word Essay: Coursework (100%)

Module Title	LI Social Research II
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30176
Module Lead	Dr Andrew Knops
Level	Intermediate Level
Credits	20
Semester	Semester 2
Pre-requisites	**None**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module provides an introduction to the main methods for analysing data in the Social Sciences. It builds on the introduction to research methods, focussing on data collection, that students will have received in the first year Social Research I module. In the course of Social Research II, students will develop a critical understanding of how and when to use quantitative and qualitative techniques to analyse data. They will be given the opportunity to apply those techniques in workshops using up-to-date software where appropriate. Students will also engage with broader questions of research design such as developing a research focus and question, methods selection and research ethics, in developing a proposal for their final year dissertation. In equipping students to carry out data analysis and research design, this module will develop a range of abilities that are highly valued by academic and other employers, including higher-level IT skills, data manipulation, interpretation and presentation, working with others, readiness to accept responsibility and effective time management.
Learning Outcomes	By the end of the module students should be able to: • Understand and critically evaluate the theoretical basis for the qualitative and quantitative analysis of social data. • Understand and apply appropriate techniques to the analysis of qualitative interview, textual, quantitative and multi-source data. • Appreciate the potential for, and limitations of, computer aided qualitative and quantitative analysis, and be able to deploy the SPSS and NVivo software programs appropriately for this purpose. • Evaluate the strengths and weaknesses in others' research that uses the techniques outlined above. • Understand the difference between the products of analysis and the way in which these are presented in written reports, essays and articles, and show an ability to produce such materials for the analyses covered in the module. • Appreciate the principle elements of a research proposal, and critically evaluate them to produce and justify a research design for their own dissertation project.
Assessment	2000 Word Quantitative Analysis Report: Coursework (33%) 3000 Word Qualitative Analysis Report: Coursework (67%)

Module Title	LH Contemporary Social Theory
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	08 30182
Module Lead	Dr Will Leggett
Level	Honours Level
Credits	20
Semester	Full Term
Pre-requisites	**Previous study of Sociology**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module approaches contemporary social theory through different characterisations of late modernity and postmodernity, and examining what is at stake in this distinction. Each of these approaches will be explored through a mixture of key contemporary theorists, concepts and themes. With regard to late modernity these include Ulrich Beck, Manuel Castells and Anthony Giddens, and ideas such as reflexive modernisation, risk, individualisation and the network society. From the postmodern perspective, these include thinkers such as Lyotard, Baudrillard and Derrida, and debates including the alleged 'implosion' of the idea of the social, and the contested status of the human body and agent in the face of radical new technologies. A reflexive and critical approach will be taken to both the 'late' and 'post' modern paradigms, with consideration given to their political implications and emerging theoretical alternatives.
Learning Outcomes	By the end of the module students should be able to: • Identify and examine in critical depth key issues in contemporary social theory, including some cutting edge debates.
Assessment	3 Hour Examination: Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LH Sociology of Personal Life
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30185
Module Lead	Dr Shelley Budgeon
Level	Honours Level
Credits	20
Semester	Semester 1
Pre-requisites	**Previous study of Sociology**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module focuses on the comprehensive study of theories and substantive debates concerning personal life, institutions such as the family, and practices of intimacy within the context of social change. Through group and individual activities students will undertake critical inquiry into the meaning and position of personal relationships in contemporary societies. Different dimensions of intimate and personal relationships will be studied in terms of how they are shaped by social contexts and how the choices made in the realm of the personal impact upon the wider social world. Topics include gender and the household; the social construction of motherhood; men, fatherhood and masculinity; the family and state regulation; post-divorce relationships; multiculturalism and personal life; same sex partnerships; and new reproductive technologies
Learning Outcomes	By the end of the module students should be able to: • Demonstrate a systematic and in-depth understanding of essential theories, principles and concepts in the sociological study of personal life and how these have developed • Undertake a critical analysis of social and personal relationship in the contemporary context, particularly as these relate to public representations and sociological debates • Evaluate the sociological literature relevant to a specific topic related to personal life and communicate an argument in a suitable academic style • Work effectively in groups to design and delivers a presentation focused on one of the weekly topics.
Assessment	Summative 5000 Word Essay: Coursework (100%)

Module Title	LH New Migration and Super-Diversity
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	08 28763
Module Lead	Jenny Phillimore
Level	Honours Level
Credits	20
Semester	Semester 1
Pre-requisites	**Previous study of Social Policy**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	Over the past ten years the nature of immigration to UK has changed and brought with it a transformation of diversity, which has been termed super-diversity. This major shift has reached all corners of the UK and is being experienced across the EU and has brought with it a range of challenges for policymakers and academics around how we research and respond to rapid change. This module aims to introduce students to the concepts of super-diversity and new migration and to develop their understanding of the ways in which policy responses to new migration impact upon the provision of social welfare. The module is also intended to develop students' ability to think critically and to present their ideas.
Learning Outcomes	By the end of the module students should be able to: • Demonstrate an understanding of the key theories underpinning thinking around new migration and super-diversity. • Assess the main influences on the new-migration policy-making process. • Analyse the relationships between social inclusion, integration and cohesion and new-migration and super-diversity. • Differentiate the impacts and inter- relationships of new-migration in a range of different policy areas. • Be able to demonstrate team-working, presentation and essay writing skills.
Assessment	Summative 5000 Word Assignment: Coursework (100%)

Module Title	LH Crime and the City
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30192
Module Lead	Sarah Brooks-Wilson
Level	Honours Level
Credits	20
Semester	Semester 1
Pre-requisites	**Previous study of Social Policy**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module examines and critically assesses the phenomenon of crime and disorder and how they unfold socially and politically in the urban space. It combines sociological urban theories with criminological understandings of real world case studies of crime and disorder in contemporary cities, such as: the link (or lack thereof) between inequality and crime in a globalised society; protests and riots; surveillance and order; migration and crime; and environmental crime. Via a combined theoretical and practical approach, students will understand both the main urban expressions of crime over time and space and the ways in which government, local authorities and police have sought to respond to it.
Learning Outcomes	By the end of the module students should be able to: • Demonstrate a critical understanding of the phenomenon of crime in the city and describe its main urban expressions over time and space • Analyse the links between crime, disorder and the city • Debate government, local authority and police's responses to crime and disorder in the city • Appraise the impact of globalisation on crime in the city
Assessment	Summative 5000 Word Assignment: Coursework (100%)

Module Title	LH 'Freedom', Control and Critique
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30186
Module Lead	Dr Justin Cruickshank
Level	Honours Level
Credits	20
Semester	Semester 1
Pre-requisites	**Previous Study of Social Policy**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module addresses the way neoliberalism and Information and Communication Technologies (ICTs) promise to liberate 'the individual' in the age of big data. The promise of liberation is contextualised by exploring how neoliberalism co-exists with powerful corporate interests, an authoritarian strain in neoliberal politics often characterised as authoritarian populism, and the way ICT can both been seen to enable individual choice and empowerment, as with the 'quantified self' movement, while also intensifying the exploitation of labour in the 'gig economy'. As part of the discussion of neoliberalism, ICT and individual freedom, the module will discuss the relationship between political and economic elites and lay agents by engaging with the topics of 'open government', critical pedagogy and the role of experts and public intellectuals in enhancing public dialogue. Two case studies will be discussed concerning 'Brexit' (on the role of experts and elites in democracy) and 'Trojan Horse' (on the role of authoritarian populism and the use of the 'Prevent Strategy').
Learning Outcomes	By the end of the module students should be able to: • Identify and critically evaluate the key defining features of neoliberalism • Analyse the role of new ICTs in generating and sustaining neoliberal practices • Offer a critical appraisal of competing claims made about the development of ICT in relation to other social domains under neoliberalism, such as work, health and leisure. • Assess sociological arguments concerning citizens' self-understanding of the impact that social media and developments in big data have upon their subjectivity in a neoliberal context.
Assessment	Summative 5000 Word Essay: Coursework (100%)

Module Title	LH Technology & Society
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	23487
Module Lead	Dr Ross Abbinnett
Level	Honours Level
Credits	20
Semester	Semester 1
Pre-requisites	**Previous study of Sociology**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	In the first semester students will develop a critical knowledge of contemporary theories of the relationship between technology and the evolution of human society. In the second semester these theories will be applied to contemporary questions regarding the relationship between 'the human' and 'the technological' including topics such as the ethics of new genetic technologies; technology and the environment; and new bio-medical technologies.
Learning Outcomes	By the end of the module the student should be able to: • Understand and critically evaluate the concept of technology and its relationship to the development of human society • Conceptualize the ethical and political questions generated by new genetic, mediatic, and cybernetic technologies and analyse them in depth • To critically apply knowledge about the humanity-technology relationship to a range of substantive topics
Assessment	Examination 3 hrs: Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LH Quantitative Data Analysis I
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30194
Module Lead	Matt Bennett
Level	Honours Level
Credits	10
Semester	Semester 1
Pre-requisites	**Previous study of research methods**
Co-requisites	**LH Quantitative Data Analysis II**
Restrictions	**None**
Exclusions	**None**
Description	This applied course covers the fundamental elements and approaches to handling and analysing quantitative survey data. The emphasis is on developing an adequate understanding of basic theoretical statistical principles, descriptive and exploratory methods of analysis, graphical representation, operational procedures and interpretation of statistical results using STATA. Quantitative Data Analysis I focuses on identifying secondary data sources, operationalizing key theoretical concepts, cleaning and recoding variables, and presenting descriptive statistics. Through this applied module, students will also be introduced to a number of important topics, including theory testing and development; philosophy of science and research judgement; and replication in quantitative research. This module builds on the quantitative methods curriculum covered in Social Research Methods II (year 2) by developing advanced quantitative methods skills as part of an independent research project.
Learning Outcomes	By the end of the module students should be able to: • Utilise a range of complex databases to undertake secondary data analysis. • Operationalise concepts accurately in actual research. • Demonstrate data management skills, including preparation, variable coding and recoding in STATA. • Apply the principles and assumptions of descriptive and inferential statistical methods to complex data sets. • Interpret descriptive and inferential statistical methods as presented in published work • Report on and present quantitative research findings.
Assessment	Summative Assignment: Coursework (100%)

Module Title	LH Quantitative Data Analysis II
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30196
Module Lead	Matt Bennett
Level	Honours Level
Credits	10
Semester	Semester 1
Pre-requisites	**Previous study of research methods**
Co-requisites	**LH Quantitative Data Analysis I**
Restrictions	**None**
Exclusions	**None**
Description	This applied course covers the fundamental elements and approaches to handling and analysing quantitative survey data. The emphasis is on developing an adequate understanding of basic theoretical statistical principles, descriptive and exploratory methods of analysis, graphical representation, operational procedures and interpretation of statistical results using STATA. Quantitative Data Analysis II is an applied module that builds on Quantitative Data Analysis I by focusing on inferential statistics and advanced regression techniques such as OLS regression and logistic regression. Students will continue to engage with theory testing and development; philosophy of science and research judgement; and replication in quantitative research. This module builds on the quantitative methods curriculum covered in Social Research Methods (year 2) and Quantitative Data Analysis I (pre-requisite/co-requisite). It continues to develop advanced quantitative methods skills as part of an independent research project, but stresses the execution, presentation and interpretation of regression techniques.
Learning Outcomes	By the end of the module students should be able to: - Demonstrate data management skills, including preparation, variable coding and recoding in STATA. - Demonstrate knowledge of the basic principles and assumptions of descriptive and inferential statistical methods. - Interpret descriptive and inferential statistical methods as presented in published work - Recognise the strengths and limitations of a range of data analysis methods and identify which are best suited to address specific research questions or hypotheses. - Know how to report and present quantitative research findings. - Understand the role and limitations of tests of statistical significance and appreciate the difference between theoretical and statistical significance. - Apply statistical methods to research questions drawing on both descriptive and multivariate analyses including regression techniques.
Assessment	Summative Assignment : Coursework (100%)

Module Title	LH Youth, Crime and Justice
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	26861
Module Lead	Sarah Brooks-Wilson
Level	Honours Level
Credits	20
Semester	Semester 2
Pre-requisites	**Previous study of Social Policy or Criminology**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module is delivered in two interconnected phases. The first phase will examine the construction of childhood and youth within political and popular discourse and give consideration to the potential consequences of particular constructions for policy, practice and lived experience. Students will explore the ways in which young people, as a typically marginalised population, are granted or lay claim to agency. Studying 'youth participation' as a policy objective and investigating the unofficial means through which young people may be seen to demonstrate 'voice', students will consider and critique the positioning of young people within society. Focusing upon the construction of 'troublesome youth', the second phase of the module will explore the current and historical concern with youth and crime. Students will explore the theoretical analyses and policy responses to 'at risk' youth. Supported through a comparative perspective, the module will examine the ways in which understanding of, and responses to 'youth crime', differ across national boundaries; challenging the doxa of dominant approaches. The module will conclude by investigating possible explanations for convergence and divergence in youth justice policy and practice, and considering opportunities for future policy development.
Learning Outcomes	By the end of the module students should be able to: - Demonstrate a systematic understanding of the variety of ways that 'childhood' and 'youth' may be constructed and its intersection with notions of class, gender and ethnicity. - Critically evaluate the construction of 'youth' within political and policy discourse. - Critically evaluate the notion of 'youth participation'. - Demonstrate a critical understanding of the historical and contemporary concern with youth and crime. - Demonstrate a critical understanding of the key principles and theoretical frameworks which guide policy and practice responses to youth crime. - Compare understandings of and responses to youth crime within and beyond the European Union, and provide a systematic analysis of possible explanations of similarities and differences.
Assessment	3 Hour Unseen Exam: Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LH Sociology of Success and Fame
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30191
Module Lead	Gezim Alpion
Level	Honours Level
Credits	20
Semester	Semester 2
Pre-requisites	**Previous study of Sociology**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	The module aims to approach the concepts of success and fame from a sociological perspective, provide an introduction to some of the main attitudes and approaches to them since antiquity, and highlight the changes they have gone through since the Industrial Revolution. In the first term the focus is on how success and fame were viewed at in ancient civilizations (e.g. Egyptian, Greek, Roman), and in different social and economic systems, especially in feudalism. In the second term, the attention is on the impact of the capitalist mode of production and consumption on people's attitudes to success and fame. Among the topics examined in this part of the module are the significance of career, the reasons for the lack of sociological literature on women and success, the role of the nineteenth century Graphic revolution on the emergence of celebrity culture, and the nature of anxiety in modern times and post modernity.
Learning Outcomes	By the end of the module students should be able to: • Identify different approaches to success and fame, and explain them in sociological terms • identify different approaches to 'success' and 'fame' in antiquity, the Middle Ages, and the early stages of capitalism, and explain them in sociological terms • analyse and discuss key writings of the founders of Sociology on 'success', 'failure' and 'fame' • think critically about celebrity culture in a national context and assess its impact on modern politics, business and entertainment
Assessment	3 Hour Exam: Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LH Divided Publics?
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	08 30184
Module Lead	Dr Andrew Knops
Level	Honours Level
Credits	20
Semester	Semester 2
Pre-requisites	**Previous study of Social Policy**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module examines what the very idea of a 'public' might mean in the light of entrenched marginalisation and conflict in contemporary Western democracies. In the face of these divisions, how can such societies claim public support for collective policies? The first part of the module traces the development of the notion of 'the public', through liberal and republican formulations to contemporary models based on communication and the need to recognise difference and diversity. These are critically assessed for their capacity to address entrenched divisions, alienation and hostility. Models are introduced in lectures, and further interrogated in seminars. The review undertaken in the first part of the module provides a conceptual framework which is deployed in the second part to analyse how these issues play out in the real world. Contemporary case-studies are presented in lectures. Guided by these, students choose their own subject to investigate.
Learning Outcomes	By the end of the module students should be able to: • Give a critical account of the different models of the public advanced in debates about contemporary Western democracies. • Give a critical account of the difficulties these models face in coping with deep societal divisions, marginalisation and conflict. • Apply this theoretical understanding to the critical analysis of contemporary examples of such struggles, in a way that illuminates the causes and potential responses to such issues.
Assessment	Summative 2000 Word Essay: Coursework (30%) Summative 3000 Word Essay: Coursework (70%)

Module Title	LH Harmful Societies: Crime, Social Harm and Social Justice
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	27251
Module Lead	Simon Pemberton
Level	Honours Level
Credits	20
Semester	Semester 2
Pre-requisites	**Previous study of Criminology**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	Harmful Societies will engage with core definitional issues and perspectives related to concepts of social harm and social justice, specifically through an examination of the broad range of harms that impact on our lives from the 'cradle to the grave'.

Specifically the module will draw from what could broadly be termed Zemiology, the study of social harms. Zemiology originated as a critique of criminology and the notion of crime that serves to focus on 'individual level harms', rather than those that are potentially more injurious resulting from the activities of states and corporations, or social structures.

The module will consist of the following parts. First, it will explore the concepts of crime and harm, interrogating how these conform to broader philosophies of social justice and visions of a 'just' or 'harm free' society. Students will be required to consider the core theoretical principles and differing standpoints of what should constitute 'social harm'. In doing so notions of 'intentional', 'foreseeable' and 'preventable' harms will be evaluated. Second, a number of case studies of harm, both national and international, will be deployed to explore theoretical and methodological issues in part one. Third, comparative harm reduction systems will be explored to understand why the experience of specific harms vary dramatically according to way societies are organise. |
| Learning Outcomes | By the end of the module students should be able to:

- Demonstrate a knowledge and understanding of the core concepts of crime, social harm, social justice and zemiology;
- To critically evaluate the strength and weaknesses of particular methodological approaches to the study of harms;
- Demonstrate the ability to critique the limits of state power, the law, regulation and specifically the criminal law as a system of regulating and alleviating social harms;
- To critically evaluate comparative responses to harm and to understand the impacts of these on the experience of particular harms in specific nation states. |
| Assessment | Summative 5000 Word Assignment: Coursework (100%) |

Module Title	LH Drugs: Society, Politics and Policy
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	31739
Module Lead	Mark Monaghan
Level	Honours Level
Credits	20
Semester	Semester 2
Pre-requisites	**Previous study of Social Policy**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module requires students to closely analyse key themes, concepts and theories relating to the control of illicit substances over space and time. It covers a range of overlapping topics, but has various general themes that tie them together. Particular reference is given to the nature of drug prohibition and the impact this has on society. Consequently, the module aims to: • Consider in detail the historical and contemporary nature of domestic and international drug control and its impact on society from the local to the global • Illustrate the extent and nature of drug use, availability and the harms caused by both drugs and drugs policy responses and to consider whether the latter are evidence-based and how, if at all, they can be improved • Document how knowledge about illicit drugs is generated and how this impacts on the responses to this public issue and private problem.
Learning Outcomes	By the end of the module, students should be able to: • Explain the main theoretical and policy perspectives relating to drug use and control • Demonstrate an understanding from independent scholarship on the issues surrounding drug use and control through written and verbal means. • Evaluate the strengths and weaknesses of UK and global policy responses to these issues • Synthesise a range of evidence and data on the topic to relevant pieces of information from a body of knowledge and use these to address an issue in a novel way or to create something new
Assessment	3 hour exam: Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LH From Beveridge to May: The Political History of the Welfare State From the Second World War to the Present Day
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30199
Module Lead	Robert Page
Level	Honours Level
Credits	20
Semester	Semester 2
Pre-requisites	**Previous study of Social Policy**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	This module explores developments in the political history of the welfare state from the 1940s to the present day. It will provide a critical overview of key debates in the following period: • The Conservative led coalition government from 1940-1945 • The Labour governments of Clement Attlee (1945-1951) • The 'Modern' Conservative era (1951-1964) • The Wilson governments (1964-1970) • The Heath era (1970-1974) • Labour under Wilson and Callaghan (1974-1979) • The Thatcher '(counter) revolution' (1979-1990) • Conservative consolidation under Major (1990-1997) • New Labour under Blair and Brown (1997-2010) • The Cameron-Clegg Coalition government (2010-2015) • The Cameron and May Conservative governments (present day)
Learning Outcomes	By the end of the module students should be able to: • Analyse the key differences and similarities in the approach to the welfare state adopted by post-1940 Labour and 'conservative governments. • Analyse the importance of ideology and values in the creation of social policy. • Evaluate the links between economic policy and social policy. • Critically evaluate the notion of a welfare consensus or settlement.
Assessment	Summative Exam: Exam (Centrally Timetabled) - Written Unseen (100%)

Module Title	LH Political Sociology
School	School of Social Policy
Department	Social Policy, Sociology & Criminology
Module Code	30189
Module Lead	Will Leggett
Level	Honours Level
Credits	20
Semester	Semester 2
Pre-requisites	**Previous study of Sociology**
Co-requisites	**None**
Restrictions	**None**
Exclusions	**None**
Description	Political Sociology explores political ideas, action, identities and institutions in their social context: how do we understand the politics-society relation? Semester 1 introduces core political-sociological concepts such as the nature of power, the state, ideology, ruling elites and violence. Semester 2 addresses how more recent developments in social and cultural theory are changing the shape of political sociology. It pursues this through contemporary topics such as identity politics; new forms of political participation/apathy; the politics of globalisation and new technologies; and new forms of governance and protest. What do these new developments tell us about the scope of politics and the nature of social change, power and resistance in contemporary societies?
Learning Outcomes	By the end of the module students should be able to: • Critically assess the major theoretical traditions and debates in political sociology. • Apply these to a range of substantive contemporary topics in the field
Assessment	Summative Exam: Exam (Centrally Timetabled) - Written Unseen (100%)