**Social Policy Modules Handbook for Exchange Students – Academic Year 2021-2022.**

If you have any queries relating to the information in this handbook, please email [ug-sp-soc-crim@contacts.bham.ac.uk](file:///C:\Users\leungsy\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\PFX9HMSW\ug-sp-soc-crim@contacts.bham.ac.uk)

|  |  |  |  |
| --- | --- | --- | --- |
| Level | Semester | Module Title | Handbook Page |
| Year 1 - Certificate Level | 1 | [Social Problems and Social Policy: Social Science in Action (Part 1) (10 Credits)](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=33998&searchTerm=002021) | 2 |
| Year 1 - Certificate Level | 1 | [Social Research I (Part 1) (10 Credits)](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=33994&searchTerm=002021) | 3 |
| Year 1 - Certificate Level | 1 | [Introduction to Social Policy](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=26006&searchTerm=002021) | 4 |
| Year 1 - Certificate Level | 1 | [Philosophies of Welfare](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30200&searchTerm=002021) | 5 |
| Year 1 - Certificate Level | 1 | [Sociological Imagination](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30172&searchTerm=002021) | 6 |
| Year 1 - Certificate Level | 1 | [Sociology of Everyday Life](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30168&searchTerm=002021) | 7 |
| Year 1 - Certificate Level | 1 | [Criminological Theory I](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=32412&searchTerm=002021) | 8 |
| Year 1 - Certificate Level | 2 | [Social Problems and Social Policy: Social Science in Action (Part 2) (10 Credits) – need to take Part 1module as well.](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=33999&searchTerm=002021) | 9 |
| Year 1 - Certificate Level | 2 | [Social Research I (Part 2) (10 Credits) – need to take Part 1 module as well.](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=33995&searchTerm=002021) | 10 |
| Year 1 - Certificate Level | 2 | [Introduction to Social Divisions](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30170&searchTerm=002021) | 11 |
| Year 1 - Certificate Level | 2 | [Crime and Society](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=31461&searchTerm=002021) | 12 |
| Year 1 - Certificate Level | 2 | [Violence in a Global Context](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=28752&searchTerm=002021) | 13 |
| Year 2 - Intermediate Level | 1 | [LI Policy Analysis 26859](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=26859&searchTerm=002021) | 14 |
| Year 2 - Intermediate Level | 1 | [LI Sociology of 'Race' and Ethnicity 26046](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=26046&searchTerm=002021) | 15 |
| Year 2 - Intermediate Level | 1 | [LI Media and Society 30174](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30174&searchTerm=002021) | 16 |
| Year 2 - Intermediate Level | 1 | [LI Gender and Sexuality 19221](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=19221&searchTerm=002021) | 17 |
| Year 2 - Intermediate Level | 1 | [LI Punishment in a Global Context 27250](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=27250&searchTerm=002021) | 18 |
| Year 2 - Intermediate Level | 1 | [LI Criminological Theory II 31462](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=31462&searchTerm=002021) | 19 |
| Year 2 - Intermediate Level | 2 | [LI Modern Sociological Theory 30177](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30177&searchTerm=002021) | 20 |
| Year 2 - Intermediate Level | 2 | [LI Social Research II 30176](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30176&searchTerm=002021) | 21 |
| Year 2 - Intermediate Level | 2 | [LI Terror, Threat and Security 30187](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30187&searchTerm=002021) | 22 |
| Year 2 - Intermediate Level | 2 | [LI Poverty, Class and Inequality 30171](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30171&searchTerm=002021) | 23 |
| Final Year Undergraduate - Honours Level | 1 | [LH Contemporary Social Theory 30182](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30182&searchTerm=002021) | 24 |
| Final Year Undergraduate - Honours Level | 1 | [LH Crime and the City 30192](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30192&searchTerm=002021) | 25 |
| Final Year Undergraduate - Honours Level | 1 | [LH Divided Publics? 30184](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30184&searchTerm=002021) | 26 |
| Final Year Undergraduate - Honours Level | 1 | [LH Genocide and Mass Atrocities](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=31464&searchTerm=002021) | 27 |
| Final Year Undergraduate - Honours Level | 2 | [LH Harmful Societies: Crime, Social Harm and Social Justice 27251](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=27251&searchTerm=002021) | 28 |
| Final Year Undergraduate - Honours Level | 2 | [LH Youth, Crime and Justice 26861](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=26861&searchTerm=002021) | 29 |
| Final Year Undergraduate - Honours Level |  | [LH Drugs: Society, Politics and Policy 31739](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=31739&searchTerm=002021) | 30 |
| Final Year Undergraduate - Honours Level | 2 | [LH Quantitative Data Analysis 35229](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=35229&searchTerm=002021) | 31 |
| Final Year Undergraduate - Honours Level | 2 | [LH Power, Control and Resistance 36015](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=36015&searchTerm=002020) | 32 |

|  |  |
| --- | --- |
| **Module Title** | LC Social Problems and Social Policy: Social Science in Action Part I |
| **Module Code** | 08 33998 |
| **Module Lead** | Harriet Clarke |
| **Level** | Certificate Level |
| **Credits** | 10 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-11 hours Seminar-9 hours Guided independent study-80 hours **Total:**100 hours |
| **Exclusions** |  |
| **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. |
| **Assessment** | 33998-01 : 2,000 word systematic literature review Assignment : Coursework (100%) |

|  |  |
| --- | --- |
| **Module Title** | LC Social Research I (Part 1) A |
| **Module Code** | 08 33994 |
| **Module Lead** | Louise Overton |
| **Level** | Certificate Level |
| **Credits** | 10 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-7 hours Tutorial-3 hours Guided independent study-70 hours **Total:**100 hours |
| **Exclusions** |  |
| **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 addition both semesters will be supported by a range of study skills lectures designed to support student learning during their academic careers, supported by group-based tutorial discussions of how to apply skills in their formative and summative work across their programmes.  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 study, research and analysis. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Identify and describe different approaches to researching the social world (i.e. different research strategies); * Explain the key influences on the conduct of social research, and on research findings, namely: Philosophical assumptions about what constitutes social reality (ontology); what we accept as valid evidence of that reality (epistemology); the means by which we investigate that context (methodology); the means by which we gather evidence (methods); * Choose the most appropriate research design (including methods) to address different research problems/questions. |
| **Assessment** | 33994-01 : Assignment (Ethics Form) : Coursework (100%) |
| **Module Title** | LC Introduction to Social Policy |
| **Module Code** | 08 26006 |
| **Module Lead** | Lee Gregory |
| **Level** | Certificate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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 withing 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** | 26006-04 : 2000 Word Summative Essay : Coursework (60%) 26006-05 : 1500 Word Annotated Bibliography : Coursework (40%) |
| **Module Title** | LC Philosophies of Welfare |
| **Module Code** | 08 30200 |
| **Module Lead** | Lee Gregory |
| **Level** | Certificate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-30 hours Seminar-10 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30200-01 : 4000 Word Summative Essay : Coursework (100%) |
| **Module Title** | LC The Sociological Imagination |
| **Module Code** | 08 30172 |
| **Module Lead** | Dr Justin Cruickshank |
| **Level** | Certificate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30172-01 : 4000 Word Summative Essay : Coursework (100%) |
| **Module Title** | LC Sociology of Everyday Life |
| **Module Code** | 08 30168 |
| **Module Lead** | Dr Frankie Rogan |
| **Level** | Certificate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30168-01 : Summative 4000 Word Essay : Coursework (100%) |
| **Module Title** | LC Criminological Theory I |
| **Module Code** | 08 32412 |
| **Module Lead** | Anna Kotova |
| **Level** | Certificate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Exclusions** |  |
| **Description** | This module will introduce the students to the classical theories of crime, as well as exploring more contemporary analyses of these theories. It will examine a range of critiques the classical theories of crime have been subject to. The module will be divided into the following constituent parts:  Firstly, the module will begin with an overview of ‘what is crime’ by introducing the students to the overarching questions that run through criminological theory. For example, ‘who defines what a crime is?’, ‘why is something a crime in one country but not in another?’, ‘why does it matter if an action is a crime or not?’.  Then, the module will introduce the students to the positivist theories of crime: biological positivism, psychological positivism, and sociological positivism. It is envisaged that one lecture will be used to introduce the original theory and the following lecture will then discuss how the theory was developed by later theorists. The third will then discuss the critiques of the theoretical approach in question. Therefore, for example, 3 lectures will be spent on biological positivism: one on Lombroso and Goring, one on alter applications by Dugdale and Goddard, and one on the critiques of this type of positivist explanations of crime.  The module will then turn to the constructivist theories of crime. This part of the module will introduce the students to labelling theory and radical criminology (Marxism and post-Marxist theories such as Bonger and Chambliss). Again, one lecture will be used to introduce the theory in its original form, a second will be dedicated to more contemporary theorists and the final to critiques and limitations of the theory.  Each theory will be illustrated with examples drawn from modern history and current affairs in order to encourage the students to think about the real-life applicability of the theory in question. Documentaries, debates and news-stories will be used to bring each theory ‘to life’. |
| **Learning Outcomes** | By the end of the module, students should be able to:   * Describe classical theories of crime and how they developed over time * Analyse the critiques of the classic theories of crime * Discuss the applicability of each theory of crime to on-the-ground crime control * Apply criminological theories to enhance understanding of contemporary policy issues |
| **Assessment** | 32412-01 : 4,000 word Assignment : Coursework (100%) |
| **Module Title** | LC Social Problems and Social Policy: Social Science in Action Part 2 |
| **Module Code** | 08 33999 |
| **Module Lead** | Harriet Clarke |
| **Level** | Certificate Level |
| **Credits** | 10 |
| **Semester** | Semester 2 |
| **Pre-requisites** | **33998 (Part 1)** |
| **Restrictions** | None |
| **Contact Hours** | Lecture-21 hours Seminar-9 hours Guided independent study-70 hours **Total:**100 hours |
| **Exclusions** |  |
| **Description** | This module continues to explore the relationship between social science, social problems and social policy in contemporary society. The module continues to demonstrate, through case studies, how to apply theories of social problem construction to social issues and examine the role of social science research in exploring and promoting solutions to these social problems.  Encouraging students to develop sophisticated critical analysis skills students now work in groups to apply theory to their own case study for a poster presentation – part of a poster presentation conference for first year students. Thus using peer learning students have an opportunity to apply theory demonstrating problem construction, historical context, contemporary debate and potential policy solutions. This engages them in their own miniature research project utilising literature review skills from part one of the module as well as the academic skills develop in Social Research I (parts one and two).  In addition to this, students are supported and encouraged to reflect on module learning to consider:   * How systematic review can inform case study analysis and be used in demonstrating module learning through assessment; * How to draw out key lessons and theoretical debates to apply to other programme level content; * How the module has enhanced their own learning of social sciences and social problems as a foundation for studies in years 2 and 3. |
| **Learning Outcomes** | By the end of the module students should be able to:   * 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; * Reflect on theories of social problem construction in terms of their learning and how to apply module content to wider programme of study. |
| **Assessment** | 33999-03 : Group Presentation : Presentation (50%) 33999-04 : 1,000 Word Reflective Essay : Coursework (50%) |
| **Module Title** | LC Social Research I (Part 2) A |
| **Module Code** | 08 33995 |
| **Module Lead** | Louise Overton |
| **Level** | Certificate Level |
| **Credits** | 10 |
| **Semester** | Semester 2 |
| **Pre-requisites** | **33994 (Part 1)** |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-6 hours Tutorial-4 hours Guided independent study-70 hours **Total:**100 hours |
| **Exclusions** |  |
| **Description** | This module builds on the first semester research and academic skills teaching to deepend students critical appraisal and analytical skills.  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 part two students are introduced to a series of case studies from researchers within the department. This illustrates how we apply the theoretical debates of part one (how to design research) to examples of research practice. This illustrates to students how to develop the critical appraisal of methods and their suitability to different research questions. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Choose the most appropriate research design (including methods) to address different research problems/questions; * Evaluate research designs against the criteria typically used to judge the quality of a piece of research; * Critically engage with contrasting sources of data and evidence. |
| **Assessment** | 33995-01 : 1 Hour Exam : Exam (Centrally Timetabled) - Written Seen (50%) 33995-02 : 1,500 word assessment : Coursework (50%) |
| **Module Title** | LC Introduction to Social Divisions |
| **Module Code** | 08 30170 |
| **Module Lead** | Dr Andrew Knops |
| **Level** | Certificate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30170-01 : 4,000 Word Assignment : Coursework (100%) |
| **Module Title** | LC Crime and Society |
| **Module Code** | 08 31461 |
| **Module Lead** | Sarah Brooks-Wilson |
| **Level** | Certificate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Restrictions** | None |
| **Exclusions** |  |
| **Description** | Exposure to crime in contemporary society can be an everyday occurrence. Societal change has provided a wealth of new opportunities alongside those that are better established, while coverage of such events gains greater momentum through social media. Yet questions still remain about the ways criminal engagement, victimisation and criminal justice treatment are unequally experienced. Students on this module will consider a variety of traditional and contemporary societal features, connecting them with crime and criminal justice systems in order to understand more about crime and society at a local, national and global level. The module will be divided into three key areas:  Initially this module will start by examining how crime is experienced and represented, including different social stratifications such as gender, age, class and ethnicity. The capacity of the existing criminal justice apparatus to provide an effective response in these diverse contexts will also be critically examined. This module will then take a contemporary turn, focusing on crime and criminal justice in the context of recent societal developments such as internet crime, crime and the media, human trafficking, substance misuse, crimes of everyday life and austerity. Finally, this module will consolidate previous content by raising broader questions about need, risk, rights, (in)justice and inequality. |
| **Learning Outcomes** | By the end of the module, students should be able to:   * Define different ways in which crime and criminal justice systems connect with society at a local, national and global level * Analyse recent manifestations of crime and representations of crime within contemporary society * Describe how crime, victimisation and criminal justice remains unequally distributed in a contemporary societal context * Apply broad philosophical underpinnings to crime and criminal justice in contemporary society |
| **Assessment** | 31461-01 : 4,000 word essay : Coursework (100%) |
| **Module Title** | LC Violence in a Global Context |
| **Module Code** | 08 28752 |
| **Module Lead** | Daniel Mitchell |
| **Level** | Certificate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-13 hours Seminar-8 hours Guided independent study-179 hours **Total:**200 hours |
| **Exclusions** |  |
| **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 : 4,000 Word Assignment : Coursework (100%) |
| **Module Title** | LI Policy Analysis |
| **Module Code** | 08 26859 |
| **Module Lead** | Lee Gregory |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-37 hours Project supervision-4 hours Fieldwork-12 hours Guided independent study-147 hours **Total:**200 hours |
| **Exclusions** |  |
| **Description** | What is a “policy”? How do governments develop and implement policies? How do we explore the effects of policy? This module is designed to introduce you to how we define a policy, various models of policy analysis and how these can be implemented and used to explore social policies. In doing so you will explore a range of different perspectives used to explore policy decision making and implementation to develop a critical appreciation of wider policy processes.  This module uses a flipped lecture approach. Each week there are short 20 minute lectures and quizzies to complete on canvas. In lectures students work in groups to engage in discussion and other learning activities to deepen their understanding and start to reflect upon the relevance of this knowledge for their projects and wider studies.  The first part of the module introduces students to a range of approaches to policy analysis. This is an introduction to broader, theoretical issues related to policy analysis. The second part examines different ways in which policies and policy processes can be examined from an analytical framework. Finally students engage in their own, group decided, policy analysis project. Supported by a member of staff students investigate a policy issue or concern with the aim of applying techniques introduced through the module to offer alternative policy approaches. Students then demonstrate the ability to communicate findings through a range of different media. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Identify key theories of policy making * Explain policy processes and the roles of evidence and ideology * Appraise policy analysis techniques * Apply policy analysis techniques to solving a particular social problem/policy concern * Demonstrate the ability to communicate findings to multiple audiences |
| **Assessment** | 26859-12 : Policy Analysis Report : Coursework (60%) 26859-13 : Policy Analysis Press Release : Coursework (20%) 26859-14 : Policy Analysis Radio Interview : Practical (20%) |
| **Module Title** | LI `Sociology of Race' and Ethnicity - A Global Perspective |
| **Module Code** | 08 26046 |
| **Module Lead** | Gezim Alpion |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 26046-02 : Summative 5000 Word Assignment : Coursework (100%) |
| **Module Title** | LI Media and Society |
| **Module Code** | 08 30174 |
| **Module Lead** | Dr Ross Abbinnett |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Restrictions** | School of Social Policy students only |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30174-01 : Summative 5000 Word Essay : Coursework (100%) |
| **Module Title** | LI Gender and Sexuality |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 19221 |
| **Module Lead** | Shelley Budgeon |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | Optional for SH Sociology and JH Sociology |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **Description** | In this module you will engage critically with conceptual frameworks that enable us to analyse the social construction of gender and sexuality. You will apply these approaches across a range of substantive areas of study in order to develop the ability to think critically about how gender and sexuality structure everyday life. By evaluating case studies you will develop an appreciation of how social norms, power relations, material inequalities and forms of knowledge shape and reproduce the social relationships of gender and sexuality. The module endorses an intersectional perspective which requires us to understand how complex structural issues constitute gender and sexuality. |
| **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 |
| **Assessment** | 19221-01 : Summative 5000 Word Assignment : Coursework (100%) |
| **Module Title** | LI Punishment in a Global Context |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 27250 |
| **Module Lead** | Anna Kotova |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Exclusions** |  |
| **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** | 27250-01 : 5000 Word Summative Essay : Coursework (100%) |
| **Module Title** | LI Criminological Theory II |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 31462 |
| **Module Lead** | Anna Kotova |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Exclusions** |  |
| **Description** | This module will draw on and develop the theoretical foundations the students would have developed in Criminological Theory I. It will focus on the ‘fragmentation of criminology’ by considering more contemporary theories of crime. It will begin with a “refresher” lecture covering, briefly, the classical theories that the students will have examined in detail in Criminological Theory I. Then, it will introduce them to the following theories: 1. Right-wing criminology 2. Left realism 3. Critical criminology 4. Gendered crime theories 5. Theories of crimes of the powerful 6. Advanced marginality 7. Green criminology 8. Global criminology  Each theory will be covered in two lectures – one focusing on introducing the theory and key theorists, and the second addressing key critiques and illustrating the theory with real-life examples drawn from current affairs. The links with classical theories (e.g. Marxism and crime of the powerful) will be highlighted for a rounded, cohesive understanding of criminological theory. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Describe contemporary criminological theories * Analyse the critiques of these theories * Discuss how these theories may apply to criminal justice policy * Apply theories of crime to enhance understanding of contemporary policy issues. * Evaluate the impacts of these theories in the understanding of criminology as a social science |
| **Assessment** | 31462-01 : 5000 word Essay : Coursework (100%) |

|  |  |
| --- | --- |
| **Module Title** | LI Modern Sociological Theory |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30177 |
| **Module Lead** | Will Leggett |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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 (eg 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** | 30177-01 : Summative 5000 Word Essay : Coursework (100%) |
| **Module Title** | LI Social Research II |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30176 |
| **Module Lead** | Miguel Ramos |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Practical Classes and workshops-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30176-07 : 1500 Word Quantitative Analysis Report : Coursework (33%) 30176-08 : 2500 Word Qualitative Analysis Report : Coursework (67%) |
| **Module Title** | LI Terror, Threat and Security |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30187 |
| **Module Lead** | Chris Allen |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-40 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30187-01 : Summative 5000 Word Essay : Coursework (100%) |
| **Module Title** | LI Poverty, Class and Inequality |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30171 |
| **Module Lead** | Lee Gregory |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Tutorial-2 hours Guided independent study-158 hours **Total:**200 hours |
| **Exclusions** |  |
| **Description** | Poverty, class and inequality rest at the very core of social policy, underpinning a range of social problems. Drawing together research and analysis from Social Policy and Sociology the module explores definition, measurement, analysis and efforts to address various related social problems (impoverishment, barriers to social mobility, the harm caused by stigma) with the primary focus of endeavours to improve welfare at the local, national and global scale. It also explores how class poverty and inequality interact problamatising some of the assumptions around poverty and class, which often suggest they are one and the same.  The analysis of policy in relation to these issues not only explores how poverty and class are conflated but also specific efforts to ameliorate the consequences of poverty whilst reinforcing common perceptions of class in public attitudes and media narratives of these social phenomena. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Identify and differentiate between various definitions and measurements of poverty and class * Demonstrate a critical knowledge and understanding of key policies relating to income, inequality and class * Understand critically how the needs of different “client groups” are tackled and how far they are met by social security policies * Critically analyse the impact and consequences of UK policy and practice on debates around poverty, class and inequality * Demonstrate the ability to fulfil a predefined group role required to produce a collaborative writing project |
| **Assessment** | 30171-01 : Collaborative Writing Project : Coursework (40%) 30171-02 : Peer Review : Coursework (10%) 30171-03 : Feature Essay : Coursework (50%) |
| **Module Title** | LH Contemporary Social Theory |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30182 |
| **Module Lead** | Dr Will Leggett / Dr Ross Abbinnett |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30182-05 : 3 hour unseen written exam : Exam (Centrally Timetabled) - Written Unseen (100%) |
| **Module Title** | LH Crime and the City |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30192 |
| **Module Lead** | Sarah Brooks-Wilson |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-10 hours Project supervision-10 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30192-01 : Summative 5000 Word Assignment : Coursework (100%) |
| **Module Title** | LH Divided Publics? |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30184 |
| **Module Lead** | Dr Andrew Knops |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | School of Social Policy students only |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 30184-01 : Summative 2000 Word Essay : Coursework (30%) 30184-02 : Summative 3000 Word Essay : Coursework (70%) |
| **Module Title** | LH Genocide and Mass Atrocities |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 31464 |
| **Module Lead** | Daniel Mitchell |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Full Term |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Exclusions** |  |
| **Description** | The module explores the diverse range of harms associated with genocide and mass atrocities, placing them in an historical, social and political context, and subjecting them to analytical frameworks which serve to illuminate their causes and societal impact. This process of examination allows students to reflect on how societies and governments can best respond to the issues of individual and collective responsibility, social and transitional conceptions of justice, and the punishment and prevention of genocide. Students taking the module are encouraged to think about how people ‘heal’ in the aftermath of genocide while societies continue to retain a central awareness of the social costs of mass killing, these societies and the international community can learn from the past and progress without neglecting the associated harms of genocide.  To facilitate a comprehensive understanding of genocide and mass atrocities the module will develop in four interconnected phases: 1) the history of genocide and the establishment of the Genocide Convention; 2) illustrative case studies (colonial forms of genocide and indigenous societies; the Armenian genocide, the Jewish Holocaust, the Cambodian killing fields, Rwanda, and Darfur); 3) theoretical approaches; 4) responding to genocide, legal and social mechanisms of justice and prevention (ad hoc and permanent tribunals; truth and reconciliation commissions). This approach to teaching and learning provides students with an in-depth understanding of how genocidal movements take root at the social level, gaining legitimacy through political actors, galvanised by supremacist ideologies, leading to ‘ordinary people’ participating in acts of mass abuse, torture and killing.  On completing the module students will be able to apply an awareness of genocide and mass atrocities to contemporary examples of societal conflict and war (as evidenced in Iraq and Syria, for example) and evaluate the degree to which these events constitute acts of genocide. Through this process of evaluation students can also critically assess the potential limitations of the Genocide Convention as a triggering mechanism for international responses to mass killing and consider alternative approaches suitable to preventing further loss of life and the avoidance of irrevocable social fragmentation. |
| **Learning Outcomes** | By the end of the module, students should be able to:   * Discuss the historical, social and political contexts in which genocide occurs * Identify and apply relevant theoretical frameworks and critically reflect on the ways in which they enhance understanding of genocidal processes * Explain the problematic nature of genocide as a concept and legal category when it comes to recognising and responding to mass killing * Assess the connection between genocide, mass atrocities and war/war crimes * Demonstrate knowledge of the different legal, military, political and social mechanisms devised to engage with, and respond to, genocide |
| **Assessment** | 31464-01 : summative assignment : Coursework (100%) |
| **Module Title** | LH Harmful Societies: Crime, Social Harm and Social Justice |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 27251 |
| **Module Lead** | Simon Pemberton |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 27251-06 : 5000 word summative assignment : Coursework (100%) |
| **Module Title** | LH Youth, Crime and Justice |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 26861 |
| **Module Lead** | Sarah Brooks-Wilson |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours Seminar-20 hours Tutorial-5 hours Guided independent study-155 hours **Total:**200 hours |
| **Exclusions** |  |
| **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** | 26861-02 : 5,000 word Assignment : Coursework (100%) |
| **Module Title** | LH Drugs: Society, Politics and Policy |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 31739 |
| **Module Lead** | Mark Monaghan |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Exclusions** |  |
| **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** | 31739-05 : 5,000 word report : Coursework (100%) |
| **Module Title** | LH Quantitative Data Analysis |
| **Module Code** | 08 35229 |
| **Module Lead** | Matt Bennett |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Restrictions** | None |
| **Contact Hours** | Lecture-24 hours Tutorial-10 hours Supervised time in studio/workshop-6 hours Guided independent study-160 hours **Total:**200 hours |
| **Exclusions** |  |
| **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 focuses on identifying secondary data sources, operationalizing key theoretical concepts, cleaning and recoding variables, presenting descriptive statistics, inferential statistics and advanced regression techniques such as OLS regression and logistic regression. 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 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. * Demonstrate knowledge of the basic principles and assumptions of descriptive and inferential statistical methods to complex datasets. * 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. * Report on 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** | 35229-01 : 4000 word summative essay : Coursework (100%) |
| **Module Title** | LH Power, Control and Resistance |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 36015 |
| **Module Lead** | Will Leggett and Justin Cruickshank |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-22 hours Seminar-11 hours Practical Classes and workshops-11 hours Guided independent study-156 hours **Total:**200 hours |
| **Exclusions** |  |
| **Description** | This optional module critically explores contemporary modes of power, control and resistance, and in particular how these are framed through neoliberal ideology and culture. It draws on critical concepts from political sociology and associated fields, blending critical-theoretical analysis and empirical case studies. The module introduces key conceptual building blocks such as power, state-civil society relations, dominant ideology and the nature of elites. It details the development of neoliberalism from a relatively obscure economic theory into the hegemonic form of contemporary societies. This has classed, gendered and racialized dimensions that have evolved into widespread forms of control, such as surveillance and incarceration. The changing nature of and prospects for resistance are charted in relation to these developments. These include new forms of technologically mediated social movement activism, and the emergence of more individualised everyday forms of political participation. As culture has become a key political battleground, the forms of knowledge that neoliberalism validates – and how this might be contested – are also considered. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Identify and evaluate appropriate key concepts and theories for the study of power, control and resistance; * Understand power and resistance as manifest in economic, political, and socio-cultural settings; with classed, gendered and racialized dimensions; * Critically evaluate substantive examples of the contemporary operation of power and resistance in contemporary societies; * Reflect on the means and prospects for challenging contemporary modes of power and control. |
| **Assessment** | 36015-01 : Written assignment (5000 words) : Coursework (100%) |