**Social Policy Modules Handbook for Exchange Students – Academic Year 2023-2024.**

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)

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| Level | Semester | Module Title | Handbook Page |
| Year 1 - Certificate Level | 1 | [LC Introduction to Social Policy](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=26006&searchTerm=002021) | 2 |
| Year 1 - Certificate Level | 1 | [LC Philosophies of Welfare](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30200&searchTerm=002021) | 3 |
| Year 1 - Certificate Level | 1 | [LC Sociological Imagination](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30172&searchTerm=002021) | 4 |
| Year 1 - Certificate Level | 1 | [LC Sociology of Everyday Life](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30168&searchTerm=002021) | 5 |
| Year 1 - Certificate Level | 1 | [LC Criminological Theory I](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=32412&searchTerm=002021) | 6 |
| Year 1 - Certificate Level | 2 | [LC Introduction to Social Divisions](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=30170&searchTerm=002021) | 7 |
| Year 1 - Certificate Level | 2 | [LC Crime and Society](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=31461&searchTerm=002021) | 8 |
| Year 1 - Certificate Level | 2 | [LC 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) | 9 |
| 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) | 10 |
| 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) | 11 |
| 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) | 12 |
| 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) | 13 |
| 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) | 14 |
| 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) | 15 |
| 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) | 16 |
| 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) | 17 |
| 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) | 18 |
| Year 2 - Intermediate Level | 2 | [LI Histories of Criminal Justice and Empire 38867](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=38867&searchTerm=002023) | 19 & 20 |
| Year 2 - Intermediate Level | 2 | [LI Enterprising Solutions to Social Problems 38866](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=38866&searchTerm=002023) | 21 & 22 |
| Year 2 - Intermediate Level | 2 | [LI Sociology of Health and Illness 37890](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=37890&searchTerm=002023) | 23 |
| Final Year Undergraduate - Honours Level | 1 | [LH Sociology of Success and Spectacle 38865](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=38865&searchTerm=002023) | 24 & 25 |
| Final Year Undergraduate - Honours Level | 1 | [LH Mental Health and Society 37891](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=37891&searchTerm=002023) | 26 |
| Final Year Undergraduate - Honours Level | 1 | [LH New Migration and Superdiversity 28763](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=28763&searchTerm=002023) | 27 |
| 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) | 28 |
| Final Year Undergraduate - Honours Level | 1 | [LH Technology & Society](https://program-and-modules-handbook.bham.ac.uk/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=23487&searchTerm=002022) | 29 |
| 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) | 30 |
| 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) | 31 |
| 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) | 32 |
| 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) | 33 |
| 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) | 34 |
| 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) | 35 |
| 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) | 36 |

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| **Module Title** | LC Introduction to Social Policy |
| **Module Code** | 08 26006 |
| **Module Lead** | Emily Ball |
| **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%) |

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| **Module Title** | LC Philosophies of Welfare |
| **Module Code** | 08 30200 |
| **Module Lead** | Tom Farnhill |
| **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%) |

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| **Module Title** | LC The Sociological Imagination |
| **Module Code** | 08 30172 |
| **Module Lead** | Dr Neil Stephens |
| **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%) |

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| **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%) |

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| **Module Title** | LC Criminological Theory I |
| **Module Code** | 08 32412 |
| **Module Lead** | Dr Evelyn Svingen |
| **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%) |

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| **Module Title** | LC Introduction to Social Divisions |
| **Module Code** | 08 30170 |
| **Module Lead** | Dr Angelo Martins Junior |
| **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%) |

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| **Module Title** | LC Crime and Society |
| **Module Code** | 08 31461 |
| **Module Lead** | Dr Laura Kelly |
| **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%) |

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| **Module Title** | LC Violence in a Global Context |
| **Module Code** | 08 28752 |
| **Module Lead** | Dr Emma Watkins |
| **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%) |

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| **Module Title** | LI Policy Analysis |
| **Module Code** | 08 26859 |
| **Module Lead** | Dr Tom Farnhill |
| **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%) |

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| **Module Title** | LI `Sociology of Race' and Ethnicity - A Global Perspective |
| **Module Code** | 08 26046 |
| **Module Lead** | Dr 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%) |

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| **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%) |

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| **Module Title** | LI Gender and Sexuality |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 19221 |
| **Module Lead** | Dr Frankie Rogan |
| **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%) |

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| **Module Title** | LI Punishment in a Global Context |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 27250 |
| **Module Lead** | Dr Evelyn Svingen |
| **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%) |

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| **Module Title** | LI Criminological Theory II |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 31462 |
| **Module Lead** | Dr Emma Burtt |
| **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%) |

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| **Module Title** | LI Modern Sociological Theory |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30177 |
| **Module Lead** | Dr Justin Cruickshank |
| **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%) |

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| **Module Title** | LI Terror, Threat and Security |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30187 |
| **Module Lead** | Dr Miguel Ramos & Dr Rodolfo Leyva |
| **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%) |

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| **Module Title** | LI Poverty, Class and Inequality |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 30171 |
| **Module Lead** | Dr Tina Hearn |
| **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%) |

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| **Module Title** | LI Histories of Criminal Justice and Empire |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 38867 |
| **Module Lead** | Dr Emma Watkins |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours  Seminar-10 hours  Guided independent study-170 hours  **Total:** 200 hours |
| **Exclusions** |  |
| **Description** | This module will critically explore the history of criminal justice in the British Empire. After a brief introduction to both, the connections between the two will be investigated. This module will explore social harms to both the indigenous populations affected by ‘colonisation’, as well as those born in Britain, in the context of ‘colonisation’, ‘imperialism’ and criminal justice institutions/practices. This will be done by exploring the immediate harms (both intended i.e. punishment, and unintended e.g. deaths/injury/assaults), and the legacy of certain practices e.g. convict transportation / child removal. While providing a broad overview of the issues, this module will also use case studies of individual former colonised territories, as well as focusing on ordinary individual lives caught up in these systems/practices. This is an historical exploration, but contemporary links and ongoing social harms will be highlighted throughout. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Critically evaluate the history of criminal justice in the British Empire * Appraise case studies of both immediate and long-term harms within the context of criminal justice and the British Empire * Identify instances of ongoing, contemporary social harms related to criminal justice practices within the British Empire   Demonstrate an understanding of the intended and unintended social harms caused by practices within the context of criminal justice within the British Empire. |
| **Assessment** | **Assessment:**  4000-word written assignment (100%)  **Reassessment:**  Resubmission of failed assignment |

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| **Module Title** | LI Enterprising Solutions to Social Problems |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 38866 |
| **Module Lead** | Kelly Hall |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-10 hours  Seminar-10 hours  Practical Classes and workshops-10 hours  Guided independent study-170 hours  **Total:** 200 hours |
| **Exclusions** |  |
| **Description** | Social enterprises are businesses driven by a social mission and put the wellbeing of people and the planet above profit. The proposed module specialises in social enterprise, entrepreneurship and innovation from a social policy perspective. It combines theoretical and practical skills to enable students to understand and explore how social problems could be tackled through enterprise. The module will enable students to design, develop and pitch their own social enterprise proposal.   The module will begin by introducing students to social enterprise as a model that can be used to tackle some of society’s most pressing social problems e.g. poverty, unemployment, inequality. Local, national and international perspectives and social enterprise examples will be introduced and critically discussed. Students will be provided with practical entrepreneurial training, which will take them through the processes and pitfalls of setting up a new social enterprise. The module will include creative problem solving through design thinking methodology. It will also support students to develop strategic, project management and business model canvas/presentation skills through interactive lectures, which will support them to confidently pitch their social enterprise to a panel of experts.   The module will engage UK and international social entrepreneurs, as well as Alumni, to support the delivery of specialist workshops and to provide mentoring.  The module assessment will require students to design their own social enterprise to tackle a social problem of their choice. They will be required to write a social enterprise business plan and ‘pitch’ this to a panel of experts. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Understand and critically evaluate theoretical perspectives and policy debates on social enterprise, entrepreneurship and innovation. * Build an awareness of the role that social enterprise, entrepreneurship and innovation can play in tackling social problems in the UK and internationally. * Develop the skills to design a social enterprise, pitch the idea and write a business plan.   Understand potential career opportunities through social entrepreneurship, and identify forms of support/funding available in this area. |
| **Assessment** | **Assessment:**  3,000 word report (75%) Group presentation (25%)  **Reassessment:**  Reassessment by failed component:  3,000 word report (75%) Individual presentation slide deck in place of the group presentation (25%) |

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| **Module Title** | LI Sociology of Health and Illness |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 37890 |
| **Module Lead** | Dr Amarpreet Kaur and Dr Kerry Allen |
| **Level** | Intermediate Level |
| **Credits** | 20 |
| **Semester** | Semester 2 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-22 hours  Seminar-10 hours  Guided independent study-168 hours  **Total:** 200 hours |
| **Exclusions** |  |
| **Description** | This module investigates the sociological dimensions of health and illness. The module encompasses a broad range of topics, which may include changing concepts of health and wellbeing; the social context and consequences of illness; the lived experience of ill health and disability; the rise and expansion of medicine as a major social institution in contemporary societies and the organisation and delivery of healthcare in formal and informal settings. Beyond this, students will explore other dimensions of health and illness – for example: the roles of and relationship between patients, professionals and policymakers, the influence of broader interest groups such as the media, science and technology and the transnational pharmaceutical industry. Substantive topics may include health inequalities; medicalisation and the social construction of illness; citizenship, welfare and health; medicine as an institution of social control; the politics of disability; new medical technologies and the ‘cyborg’ body; the lived experience of chronic illness; and global health issues. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Identify and critically assess the conceptual developments and debates in the sociology of health and illness * Evaluate the influence of sociological factors in the definition, causation and response to ill health and disability * Demonstrate awareness of different perspectives on the role, function and influence of medicine and healthcare in contemporary societies * Understand and comment on the contested nature of health, illness, the body and medical knowledge |
| **Assessment** |  |
| **Assessment Methods & Exceptions** | **Assessment:**  Assessments: 4000 words of written assessment(s)  **Reassessment:**  Resubmission in the supplementary period (if applicable at LH).  Failed elements will be reassessed as necessary: 4000 words written assessment(s) |

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| **Module Title** | LH Sociology of Success and Spectacle |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 38865 |
| **Module Lead** | Dr Gëzim Alpion |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-20 hours  Seminar-10 hours  Practical Classes and workshops-18 hours  Guided independent study-152 hours  **Total:** 200 hours |
| **Exclusions** |  |
| **Description** | This sociology module explores why over the last three centuries ‘success’ has been more ‘worshiped’ than ‘analysed’, identifies some of the reasons behind the long-held tradition of approaching ‘achievement’ primarily as a ‘male’ concept, and examines changes in attitudes to ‘career’, ‘fame’, ‘notoriety’ and ‘heroes’ over the ages.   Notwithstanding efforts made by sociologists since the middle of the twentieth century to study ‘success’, this is still a growing area. The emergence of Celebrity Studies has contributed significantly in this respect. The importance social scientists affiliated with this new academic discipline attach to ‘the image’ in the wake of Boorstin’s seminal work in the field, however, has meant that most of the ‘success’ literature nowadays is about ‘celebrities’. This is one of the main reasons why (i.) major socio-economic factors influencing people’s attitudes towards ‘success’, ‘failure’ and ‘anxiety’ have been largely ignored or mentioned in passing in the recent literature on success, and (ii.) thanks to the impact of social media, the emphasis nowadays is on the growing impact of ‘spectacle’ on our lives.   In addition to classical and contemporary literature on ‘success’ and ‘spectacle’, the module approaches these and other above-mentioned concepts also through film. The module thus acknowledges the growing importance of this medium in education as an effective source of learning. Students will learn how film has ben moulding our views of and attitudes towards ‘success’ and ‘spectacle’ over the last 150 years since its inception. |
| **Learning Outcomes** | By the end of the module students should be able to:   * historically contextualise different notions of ‘success’ and ‘failure’; * be aware of key sociological debates about ‘success’ and ‘spectacle’ * see ‘success’ and ‘spectacle’ sociologically through the medium of cinema and social media * have a better understanding of cinema as an influential social and cultural institution |
| **Assessment** | **Assessment:**  One 4,000-word written component   **Reassessment:**  Resubmission of failed component |

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| **Module Title** | LH Mental Health and Society |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 37891 |
| **Module Lead** | Dr Sarah-Jane Fenton and Prof Liz McDermott |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture-22 hours  Seminar-10 hours  Guided independent study-168 hours  **Total:** 200 hours |
| **Exclusions** |  |
| **Description** | Mental health been defined in many ways in society depending on myriad of social, cultural and economic factors. Mental health has traditionally been defined in narrow biomedical terms, that has had a stigmatising impact on those with mental health problems. This module will critically engage with mental health from a social policy perspective to examine ways in which society has sought to prevent poor mental health and to promote mental health and wellbeing. This module requires students to closely analyse key concepts, theories, and research evidence relating to our understanding how mental health has changed over space and time. The module will explore how mental health is socially determined and examine the research and literature that helps us to understand the deep and persistent inequalities that affect who are diagnosed with a mental disorder and how they are treated. |
| **Learning Outcomes** | By the end of the module students should be able to:   * Explain the main theoretical and conceptual approaches to mental health * Demonstrate an understanding from independent scholarship of mental health inequalities and why these may exist * Evaluate the strengths and weaknesses of UK and global policy responses to these issues * Critically appraise the methodological limitations of the evidence-base informing our response to the global mental health problem |
| **Assessment** | **Assessment:**  15 minute individual video presentation (50%) 2000 word essay (50%)  **Reassessment:**  Resubmission in the supplementary period (if applicable at LH).  Failed elements will be reassessed as necessary: 15 minute individual video presentation (50%) 2000 word essay (50%) |

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| **Module Title** | LH New Migration and Super-Diversity |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 28763 |
| **Module Lead** | **TBC** |
| **Level** | Honours Level |
| **Credits** | 20 |
| **Semester** | Semester 1 |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Restrictions** | None |
| **Contact Hours** | Lecture - 40 hours  External Visits - 6 hours  Guided independent study - 154 hours  **Total:** 200 hours |
| **Exclusions** |  |
| **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** | **Assessment:**  5,000 word essay  **Reassessment:**  N/A |

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| **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** | **Assessment:**  4000 word coursework |

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| **Module Title** | LH Technology and Society |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 23487 |
| **Module Lead** | Neil Stephens |
| **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** | 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** | **Assessment:**  Examination 3 hrs : Exam (Centrally Timetabled) - Written Unseen (100%)  4,000 Words |

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| **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%) |

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| **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%) |

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| **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** | Professor 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%) |

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| **Module Title** | LH Youth, Crime and Justice |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 26861 |
| **Module Lead** | Dr Laura Kelly & Dr Evelyn Svingen |
| **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%) |

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| **Module Title** | LH Drugs: Society, Politics and Policy |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Crimin |
| **Module Code** | 08 31739 |
| **Module Lead** | Dr Sam Weston |
| **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%) |

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| **Module Title** | LH Quantitative Data Analysis |
| **Module Code** | 08 35229 |
| **Module Lead** | Dr András Vörös |
| **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 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%) |

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| **Module Title** | LH Power, Control and Resistance |
| **School** | School of Social Policy |
| **Department** | Soc Policy, Sociology & Criminology |
| **Module Code** | 08 36015 |
| **Module Lead** | Dr 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%) |