



**Cardiff**  
**School of Social Sciences**

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**UNDERGRADUATE**  
**MODULE CATALOGUE**  
**Year 3**  
**2011-2012**

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**Cardiff School of Social Sciences  
Undergraduate module catalogue 2011-12**

This module catalogue outlines the module requirements for year 3 of the undergraduate degree programmes offered by the Cardiff School of Social Sciences (SOCSI). It also contains brief descriptions of all the modules that we expect to be able to offer in the academic year 2011-12\*. The catalogue is intended as a guide for students and their personal tutors, and helps to ensure that informed module choices are made at pre-enrolment and enrolment. Students should therefore retain the catalogue for enrolment in September, and for the academic year 2011-12.

\*Occasionally modules may be changed or withdrawn prior to enrolment in September. Students will be notified of any changes as soon as these become known, and given the opportunity to make alternative module selections.

**This catalogue is available in alternative formats. Please contact the undergraduate office where staff will be pleased to help you.**

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# **GENERAL INFORMATION**

## **HOW TO USE THE MODULE CATALOGUE**

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The catalogue includes details of all the degree programmes offered by the School. Students should therefore refer to their year of study for 2011-12 and to the degree programme for which they are registered. Modules are listed by ascending module code number. For students undertaking a joint degree programme with a subject from outside SOCSI, a module list/catalogue will need to be obtained from the appropriate joint department/School.

Things to consider when making module choices:

- The compulsory modules that are required for the degree programme.
- Modules that may be required for recognition by professional bodies (for example British Psychological Society/BPS).
- Modules that may be useful for future careers / employment opportunities.
- Opportunities to develop special interests.

All students should discuss their module choices with their personal tutor. Students may also wish to talk to particular module convenors, or to the careers advisory service.

## **DEGREE REQUIREMENTS**

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You must ensure that you comply with the requirements for the degree programme for which you are registered. For all programmes there will be some compulsory modules. Most programmes also allow some degree of choice across the range of modules offered by the School. Students undertaking a single honours degree are likely to have slightly more module choice than those studying a joint honours degree.

In each year of study all students should take 120 credits of modules at the appropriate level\* (i.e. year 3 students should take 120 credits at level 3). In SOCSI all modules are 20 credit modules taught across the Autumn and Spring Semesters. (The ONE exception to this is SI0131 Dissertation, which is a 40-credit module available in year 3). Level 2 and level 3 modules are equally weighted in SOCSI. This means they count equally toward the final degree award.

Under the University regulations students are permitted to take up to 160 credits in any one academic year. We would only recommend that students take more than 120 credits in exceptional circumstances, and only after consultation with a personal tutor.

Degree programmes in SOCSI reflect the National Qualification Framework and benchmark standards of the Quality Assurance Agency for Higher Education (QAA) ([www.qaa.ac.uk](http://www.qaa.ac.uk)). This means that all degree programmes are comparable across the UK.

## **ASSESSMENT**

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The module descriptions all contain details of the schedule of assessment. Students should note the modes and timings of assessment when making their module choices. More general information about assessment and the marking criteria that the School uses to assess examinations and coursework can be found in the undergraduate assessment handbook, distributed at the beginning of each academic session and available on Learning Central.

Written examinations usually take place at the end of the semester according to the timetable published by the Academic Registry. Deadlines for coursework and dates for presentations and other forms of assessment may differ across modules and will be made clear at the start of each module. All deadlines for assessment must be adhered to.

Previous examination papers for modules are available on the Information Services (INSRV) web pages (<http://exampapers.cf.ac.uk/>). In the case of new modules, or modules that have been significantly revised, a sample examination paper will be made available during the academic session.

## **TIMETABLE**

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The University timetable may place some restrictions on module choices. While we do our best to avoid clashes between modules, sometimes these are inevitable. If, when the timetable is published, there are clashes between modules, please inform the Director of Undergraduate Studies and the relevant Module Convenor and the Undergraduate Office.

## **PRE-ENROLMENT AND ENROLMENT**

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Pre enrolment usually takes place in May. This is where students make their module choices for the following academic year. Pre enrolment enables the School to plan for the next academic session, including alerting us to any modules that may require additional resources (modules with high enrolments require more library books and seminar staff, for example). There may also be modules that have very low pre enrolment numbers that the School may withdraw. Pre enrolment also provides students with the opportunity to discuss module choices with staff, and ensure they are alerted to any work they may be advised to do over the summer.

Students are asked to confirm their module choices at enrolment at the beginning of the academic session.

## **OTHER INFORMATION**

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For details of semester dates, examination timetables, enrolment, deadlines for course changes, and academic regulations see Registry web pages <http://www.cardiff.ac.uk/regis/index.html>  
Module information (reading lists, handouts and so forth) is routinely placed on Learning Central.

**SOC SI YEAR 3  
DEGREE PROGRAMME OUTLINES  
AND  
MODULE DESCRIPTIONS**

BSc CRIMINOLOGY		
All students must take modules to the value of 120 CREDITS		
<b>Students must take:</b>		
SI0131	Dissertation	40 Credits
SI0153	Crime, Control, Regulation and Policing	20 Credits
SI0184	Diversity, Crime and Criminal Justice	20 Credits
SI0203	Prisons and Community Sanctions	20 Credits
SI0204	Criminological Practice	20 Credits

BA EDUCATION (single honours)		
All students must take modules to the value of 120 CREDITS		
<b>Students must take at least 60 credits and may take up to 100 credits from:</b>		
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0209	Issues in Social and Cultural Psychology	20 Credits
SI0218	Language and the Mind	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
SI0232	Identity and Individual Differences	20 Credits
Students may take up to 60 credits from other level 3 modules in SOCSI (see full list of modules on page 13) (20 credits may be taken from another department after consultation with personal tutor)		

BA EDUCATION (single honours) BPS ROUTE		
All students must take modules to the value of 120 CREDITS		
<b>Students must take:</b>		
SI0131	Dissertation	40 Credits
SI0209	Issues in Social and Cultural Psychology	20 Credits
SI0218	Language and the Mind	20 Credits
SI0232	Identity & Individual Differences	
Students may take up to 20 credits from other level 3 modules in SOCSI (see full list of modules on page 13) (or from another department after consultation with personal tutor)		

Those seeking to achieve a degree with eligibility for graduate membership of the British Psychological Society (BPS) and Graduate Basis for Registration (GBR) with the BPS, will need to undertake and pass the necessary modules for the accredited pathway and achieve a minimum qualification of Second Class Honours. Degree pathways which are accredited by the BPS are BSc (Hons) Social Science and BA (Hons) Education.

BSc Econ SOCIAL POLICY (single honours)		
All students must take modules to the value of 120 CREDITS		
<b>Students must take at least 60 credits and may take up to 120 credits from:</b>		
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0153	Crime Control, Regulation and Policing	20 Credits
SI0203	Prisons and Community Sanctions	20 Credits
SI0206	Power Politics and Policy	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
Students may take up to 60 credits from other level 3 modules in SOCSI (see full list of modules on page 13)		

BSc SOCIAL SCIENCE (single honours)			
All students must take modules to the value of 120 CREDITS			
Students must take:			
SI0174	Contemporary Debates and Issues in Social Science		20 Credits
Students must take the 20 credit module which corresponds to their chosen specialist route. They can only take a specialist route if they have already passed the required module at level 2.			
Specialist Route	Level 3 Module to be Taken		Level 2 Module Required
Health and Medicine	SI0148	Advanced Sociology of Health, Medicine and Illness (20)	SI0210
Anthropology	SI0150	Brazil: Sociological and Anthropological Perspectives (20)	SI0196
Sociology of Education	SI0151	Conflict and Change in Educational Policy (20)	SI0076
Crime & Criminal Justice (choose either SI0153 or SI0203)	SI0153	Crime Control, Regulation and Policing (20)	SI0201 or SI0202
	SI0203	Prisons and Community Sanctions (20)	
European Public Policy	SI0206	Power, Politics and Policy	SI0067
Gender and Society	SI0220	Equality and Diversity in Education and Work (20)	SI0072
Work, Labour Markets and Economy	SI0158	Globalisation and Social Change (20)	SI0075
Social Theory	SI0163	New Frontiers in Sociology (20)	SI0066
Psychology (choose either SI0209 or SI0218 or SI0232)	SI0209	Issues in Social and Cultural Psychology	SI0038
	SI0218	Language and the Mind (20)	SI0036
	SI0232	Identity and Individual Differences (20)	SI0219
Students may take up to 80 credits from any of the level 3 modules in SOCSI (see full list of modules on page 13)			

BSc SOCIAL SCIENCE (single honours) BPS ROUTE		
All students must take modules to the value of 120 CREDITS		
Students must take:		
SI0131	Dissertation (40 Credits)	40 Credits
SI0209	Issues in Social and Cultural Psychology(20)	20 Credits
SI0218	Language and the Mind (20)	20 Credits
SI0232	Identity and Individual Differences (20)	20 Credits
Students must take 20 credits from other level 3 modules in SOCSI (see full list of modules on page 13)		

Those seeking to achieve a degree with eligibility for graduate membership of the British Psychological Society (BPS) and Graduate Basis for Registration (GBR) with the BPS, will need to undertake and pass the necessary modules for the accredited pathway and achieve a minimum qualification of Second Class Honours. Degree pathways which are accredited by the BPS are BSc (Hons) Social Science and BA (Hons) Education.

BSc Econ SOCIOLOGY (single honours)		
<b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take at least 60 credits and may take up to 100 credits from:</b>		
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0158	Globalisation and Social Change	20 Credits
SI0162	Metropolis : Urban Life and Consumer Culture	20 Credits
SI0163	New Frontiers in Sociology	20 Credits
SI0164	Power, Culture and Identity	20 Credits
Students may take up to 60 credits from other level 3 modules in SOCSI (see full list of modules on page 13)		

BSc Econ EDUCATION AND CRIMINOLOGY (joint honours)		
<b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take at least 40 and may take up to 60 credits from:</b>		
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
SI0232	Identity and Individual Differences	20 Credits
<b>Students must take at least 40 credits and may take up to 60 credits from:</b>		
SI0153	Crime Control, Regulation and Policing	20 Credits
SI0184	Diversity, Crime and Criminal Justice	20 Credits
SI0203	Prisons and Community Sanctions	20 Credits
Students may take up to 40 credits from other level 3 modules in SOCSI (see full list of modules on page 13) (Up to 20 credits may be taken from another department after consultation with personal tutor)		

BSc Econ EDUCATION AND SOCIAL POLICY (joint honours)		
<b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take:</b>		
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0206	Power, Politics and Policy	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
SI0232	Identity and Individual Differences	20 Credits
Students may take up to 40 credits from other level 3 modules in SOCSI (see full list of modules on page 13). (Up to 20 credits may be taken from another department after consultation with personal tutor)		

BSc Econ SOCIOLOGY AND EDUCATION (joint honours)		
All students must take modules to the value of 120 CREDITS		
<b>Students must take at least 40 and may take up to 60 credits from:</b>		
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
SI0232	Identity and Individual Differences	20 Credits
<b>Students must take at least 40 credits and may take up to 80 credits from:</b>		
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0158	Globalisation and Social Change	20 Credits
SI0162	Metropolis : Urban Life and Consumer Culture	20 Credits
SI0163	New Frontiers in Sociology	20 Credits
SI0164	Power, Culture and Identity	20 Credits
Students may take up to 40 credits from other level 3 modules in SOCSI (see full list of modules on page 13). (Up to 20 credits may be taken from another department after consultation with personal tutor)		

BSc Econ SOCIOLOGY AND SOCIAL POLICY (joint honours)		
All students must take modules to the value of 120 CREDITS		
<b>Students must take at least 40 and may take up to 60 credits from:</b>		
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0206	Power, Politics and Policy	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
<b>Students must take at least 40 credits and may take up to 80 credits from:</b>		
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0158	Globalisation and Social Change	20 Credits
SI0162	Metropolis : Urban Life and Consumer Culture	20 Credits
SI0163	New Frontiers in Sociology	20 Credits
SI0164	Power, Culture and Identity	20 Credits
Students may take up to 40 credits from other level 3 modules in SOCSI (see full list of modules on page 13).		

BSc Econ CRIMINOLOGY AND SOCIAL POLICY (joint honours)		
All students must take modules to the value of 120 CREDITS		
<b>Students must take at least 40 and may take up to 60 credits from:</b>		
SI0153	Crime Control, Regulation and Policing	20 Credits
SI0184	Diversity, Crime and Criminal Justice	20 Credits
SI0203	Prisons and Community Sanctions	20 Credits
<b>Students must take at least 40 credits and may take up to 60 credits from:</b>		
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0206	Power, Politics and Policy	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
Students may take up to 40 credits from other level 3 modules in SOCSI (see full list of modules on page 13)		

<b>BSc Econ CRIMINOLOGY AND SOCIOLOGY (joint honours)</b>		
<b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take at least 40 and may take up to 60 credits from:</b>		
SI0153	Crime Control, Regulation and Policing	20 Credits
SI0184	Diversity, Crime and Criminal Justice	20 Credits
SI0203	Prisons and Community Sanctions	20 Credits
<b>Students must take at least 40 credits and may take up to 80 credits from:</b>		
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0158	Globalisation and Social Change	20 Credits
SI0162	Metropolis : Urban Life and Consumer Culture	20 Credits
SI0163	New Frontiers in Sociology	20 Credits
SI0164	Power, Culture and Identity	20 Credits
Students may take up to 40 credits from other level 3 modules in SOCSI (see full list of modules on page 13)		

<b>BA EDUCATION AND ANOTHER SUBJECT (joint honours)</b>		
French; Music; Religious Studies; Welsh.		
<b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take at least 40 credits and may take up to 60 credits from:</b>		
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
SI0232	Identity and Individual Differences	20 Credits
Students may take up to 20 credits from other level 3 modules in SOCSI (see full list of modules on page 13) (and take 60 credits from joint subject).		

<b>BA JOURNALISM, MEDIA AND SOCIAL POLICY (joint honours)</b>		
<b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take at least 40 credits and may take up to 60 credits from:</b>		
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0206	Power, Politics and Policy	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
Students may take 20 credits from other level 3 modules in SOCSI (see full list of modules on page 13) (and take 60 credits from JOMECE)		

<b>BA SOCIOLOGY AND ANOTHER SUBJECT (joint honours)</b> French; History; Journalism & Media; Music; Philosophy; Religious Studies; Welsh <b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take at least 40 credits and may take up to 60 credits from:</b>		
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0158	Globalisation and Social Change	20 Credits
SI0162	Metropolis : Urban Life and Consumer Culture	20 Credits
SI0163	New Frontiers in Sociology	20 Credits
SI0164	Power, Culture and Identity	20 Credits
Students may take up to 20 credits from other level 3 modules in SOCSI (see full list of modules on page 13) (and take 60 credits from joint subject).		

<b>BSc ECON POLITICS AND SOCIOLOGY (joint honours)</b> <b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take at least 40 credits and may take up to 60 credits from:</b>		
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0158	Globalisation and Social Change	20 Credits
SI0162	Metropolis : Urban Life and Consumer Culture	20 Credits
SI0163	New Frontiers in Sociology	20 Credits
SI0164	Power, Culture and Identity	20 Credits
Students may take 20 credits from other level 3 modules in SOCSI (see full list of modules on page 13) (and take 60 credits from POLITICS).		

<b>LLB LAW AND SOCIOLOGY</b> <b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take at least 40 credits and may take up to 60 credits from:</b>		
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0158	Globalisation and Social Change	20 Credits
SI0162	Metropolis : Urban Life and Consumer Culture	20 Credits
SI0163	New Frontiers in Sociology	20 Credits
SI0164	Power, Culture and Identity	20 Credits
Students may take 20 credits from other level 3 modules in SOCSI (see full list of modules on page 13) (and take 60 credits or may take 80 credits, from LAW)		

<b>LLB LAW AND CRIMINOLOGY</b> <b>All students must take modules to the value of 120 CREDITS</b>		
<b>Students must take 40 credits from:</b>		
SI0153	Crime Control, Regulation and Policing	20 Credits
SI0184	Diversity, Crime and Criminal Justice	20 Credits
SI0203	Prisons and Community Sanctions	20 Credits
Students must take 80 credits from LAW.		

**SOCSI LEVEL 3 MODULES  
COMPLETE LIST  
2011-12**

SI0131	Dissertation	40 Credits
SI0148	Advanced Sociology of Health, Medicine and Illness	20 Credits
SI0150	Brazil: Sociological and Anthropological Perspective	20 Credits
SI0151	Conflict and Change in Educational Policy	20 Credits
SI0153	Crime Control, Regulation and Policing	20 Credits
SI0158	Globalisation and Social Change	20 Credits
SI0162	Metropolis : Urban Life and Consumer Culture	20 Credits
SI0163	New Frontiers in Sociology	20 Credits
SI0164	Power, Culture and Identity	20 Credits
SI0174	Contemporary Debates and Issues in Social Science	20 Credits
SI0184	Diversity, Crime and Criminal Justice	20 Credits
SI0203	Prisons and Community Sanctions	20 Credits
<b>SI0204</b>	<b><i>Criminological Practice*</i></b>	<b>20 Credits</b>
SI0206	Power, Politics and Policy	20 Credits
SI0209	Issues in Social and Cultural Psychology	20 Credits
SI0218	Language and the Mind	20 Credits
SI0220	Equality and Diversity in Education and Work	20 Credits
SI0232	Identity and Individual Differences	20 Credits

**\* SI0204 Criminological Practice is only available to BSc Criminology students.**

<b>MODULE TITLE:</b>	Dissertation	<b>CODE:</b>	SI0131	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Chris Taylor	<b>CREDITS:</b>	40	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 2.08	<b>TEL:</b>	02920876938	<b>E-MAIL:</b>	TaylorCM@Cardiff.ac.uk

### **MODULE AIM(S)**

To provide advanced level social research methods training; To enable students to design, carry out and report an extended investigation; To provide academic supervision for students undertaking independent study; To develop skills, confidence and abilities in oral and written communication; To provide a forum for student peer support and review.

**On completion of the module a typical student will be able to:**

### **KNOWLEDGE AND COMPREHENSION**

- Demonstrate awareness of some of the theoretical and methodological principles that guide the application of a particular research method (or set of methods) in a specific research context.
- State the research strategy used in their chosen project (to include research design and the formulation of research questions, data collection and data analysis).
- Show some awareness of the ethical guidelines appropriate to their discipline and research setting.
- Demonstrate some awareness of the conventions governing the presentation of research data in a social science context.

### **SKILLS (APPLICATION AND ANALYSIS)**

- Demonstrate skills of listening, participating, chairing and learning in research forums.
- Give oral presentations of dissertation ideas, methods, results and work in progress.
- Use word-processing and other software to write up research for an academic audience.

### **UNDERSTANDING (SYNTHESIS AND EVALUATION)**

- Identify and summarize literature and comparative studies relevant to their research project.
- Collect, present and interpret social science data.
- Show awareness of the ways in which their own research ideas fit into an appropriate disciplinary and methodological context.

### **TRANSFERABLE SKILLS**

The module will contribute to the development of the following transferable skills: report writing; oral presentations, time management, analysing qualitative and quantitative data; using word processor and software for qualitative (NVivo) and quantitative (SPSS) data analyses as well as presentation (Excel and PowerPoint); and retrieving secondary data surveys (qualitative and quantitative) from the Data Archive

### **SYNOPSIS OF MODULE CONTENT**

The module will include the following elements:

Advanced Research Methods Training: research design, data collection and storage, techniques of analysis, writing and representing, identification and use of secondary data.

The Research Process: organizing and managing research, access and ethics, research diaries, research roles and relationships.

Presenting Research: writing styles and writing strategies, undertaking literature reviews, oral presentations, writing a methods chapter, presenting research findings, producing a dissertation.

Students will work independently on their dissertation, with appropriate supervision, and will have the opportunities to critically discuss their work at regular intervals. Students will also be required to undertake an oral presentation of their work as part of the module.

### **METHODS OF LEARNING AND TEACHING**

This module will be taught by a mixture of lectures, surgeries, small-group activities, method workshops and self-directed learning. Each student will have a dissertation supervisor

### **OPPORTUNITIES FOR FORMATIVE ASSESSMENT**

Students are expected to submit draft material to supervisors. This will provide an opportunity for formative assessment. Research workshops and oral presentations also provide the opportunity for the discussion of ideas in a critical and constructive way.

### **ARRANGEMENTS FOR FEEDBACK ON WORK**

Students will receive regular oral and written feedback from dissertation supervisors. Oral feedback will be given on oral presentations

### **METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT**

Presentation 20% (15 minutes) (Spring)

Dissertation 80% 10,000 – 12,000 words (Spring)

### **INDICATIVE READING**

Bell, J. (1991) *Doing Your Research Project* (3<sup>rd</sup> Edition)

Buckingham: Open University Press

Berry, R. (1995) *The Research Project: How to Write it*  
London: Routledge

Blaxter, L., Hughes, C. and Tight, M. (2001) *How to Research*  
(2<sup>nd</sup> Edition) Buckingham: Open University Press

Bryman, A (2004) *Social Research Methods*, Second Edition,  
Oxford University Press

Denscombe, M. (1998) *The Good Research Guide*  
Buckingham: Open University Press

Denscombe, M. (2002) *Ground Rules For Good Research*  
Buckingham: Open University Press.

Devine, F. and Heath, S. (1999) *Sociological Research  
Methods in Context* London: Macmillan

Gilbert, N. (2001) (Ed) *Researching Social Life* (2<sup>nd</sup> Edition).  
London: Sage

Hayes, N (2000) *Doing Psychological Research* Buckingham:  
Open University Press

### **OTHER INFORMATION:**

This 40-credit module will provide final year students with advanced research methods training and dissertation supervision. It will give guidance on research design, the research process, and the practical application of one or more methods. Students will be required to undertake an empirical piece of work, and to present their research in oral and written form. Students will produce an 8 – 10,000 word dissertation. The module is compulsory for those students wishing to gain BPS recognition for their undergraduate degree. It is also particularly suitable for those students wishing to develop their research skills, to investigate a substantive topic area, or to pursue postgraduate study in the future. It is recommended that students pursuing this module will have completed a level 2 module in social science research methods.

<b>MODULE TITLE:</b>	Advanced Sociology of Health, Medicine and Illness.	<b>CODE:</b>	SI0148	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Eva Elliot	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>		Room 0.75	<b>TEL:</b> 029 20875566	<b>E-MAIL:</b>	ElliotE@cardiff.ac.uk

### **MODULE AIM(S)**

The aim of the course is to provide in-depth understanding of contemporary developments in the social study of health, illness and medicine.

**On completion of the module a typical student will be able to:**

#### **KNOWLEDGE AND COMPREHENSION**

- Describe the key issues and debates within contemporary studies of health, illness and medicine, such as risk, knowledge/power, embodiment, technology, inequality, community and citizenship.
- Demonstrate knowledge of relevant empirical research.
- Explain the theoretical underpinnings of key approaches in medical sociology

#### **SKILLS (APPLICATION AND ANALYSIS)**

- Compare and contrast different perspectives in contemporary studies of health, medicine and illness.
- Use empirical research to discuss key issues and theories in contemporary medical sociology.
- Illustrate the relevance of different theoretical approaches to specific issues in health and social care policy and practice.

#### **UNDERSTANDING (SYNTHESIS AND EVALUATION)**

- Discuss how key issues and debates within contemporary studies of health, illness and medicine relate to contemporary theories of culture and society.
- Assess the relevance of key issues and debates within contemporary studies of health, illness and medicine for research, policy and practice.

#### **TRANSFERABLE SKILLS**

The module will contribute to the development of the following transferable skills:

- An ability to explore and engage with extant theoretical and research based knowledge.
- Conceptual abilities such as the identification, analysis and synthesis of relevant arguments, issues and themes.
- Presentation skills (verbal and written) will also be promoted alongside other academic skills such as referencing, presentation of a coherent argument, offering a synopsis and reasoned critique of published work.

#### **SYNOPSIS OF MODULE CONTENT**

The module content will vary according to the research interests of core teaching staff and their availability to contribute to the module. However, the module will be sufficiently flexible to accommodate these contingencies.

Possible module content, organised under different substantive blocks comprising several lectures, include: Sociology of medical knowledge; Public health and sustainable development; Health technologies;

Sociology of Genetics; Anti-Psychiatry; Alternative Therapies.

#### **METHODS OF LEARNING AND TEACHING**

Lectures, seminars, self development learning and independent study. Lecturers will be available for questions and comments.

#### **ARRANGEMENTS FOR FEEDBACK ON WORK**

Essays will be double marked as per school policy and students will be provided with written feedback. Tutors will give verbal feedback on presentations.

#### **METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT**

Coursework (essays) 50% 3500 words (Autumn)  
Written Examination 50% 1.5 hours (Spring)

#### **INDICATIVE READING**

Annandale, E. (1998) *The Sociology of Health and Medicine: a Critical Introduction* Cambridge: Polity Press.

Atkinson P. (1995) *Medical Talk, Medical Work*. London: Sage.

Bartley, M. (2004) *Health Inequality: an Introduction to Theories, Concepts and Methods* Cambridge: Polity (An Introduction to where we are up to in thinking about health inequalities: very well informed and up to date)

Bartley, M., Blane, D. and Davey Smith, G. (1998) *The Sociology of Health Inequalities* Oxford: Basil Blackwell (this contains some very important theoretical discussions of the cause and meaning of health inequalities)

Clarke, A. and Parsons, E. (eds) (1997) *Culture, Kinship and Genes*. London: Macmillan.

Cropper, S., Porter, A., Williams, G.H. et al (Eds.) (2007) *Community Health and Wellbeing: Action Research on Health Inequalities*, Bristol: Policy Press

Elston, M.A. (ed) (1997) *The Sociology of Medical Science and Technology*.

Foucault M. (1976). *The Birth of the Clinic*. London: Tavistock Publications.

Good B.J. (1997) *Medicine, rationality and experience*. Cambridge: Cambridge University Press.

Graham, H. (2007) *Unequal Lives: Health and Socio-economic Inequalities*, Buckingham: Open University Press

Lupton D. (1996) *Medicine as Culture. Illness, Disease and the Body in Western Societies*. Sage: London.

Seal, C. et al. (eds) (2001) *Medical Knowledge: Doubt and Certainty*. Buckingham: Open University Press.

Key Journal: *Sociology of Health and Illness*

Wilkinson, R.G. (2005) *The Impact of Inequality: How to Make Sick Societies Healthier* London: Routledge.

Wilkinson, R. and Pickett, K. (2009) *The Spirit Level: Why Equality is Better for Everyone*, Harmondsworth: Penguin

Williams, S., Gabe, J. and Calnan, M. (2000) *Health, Medicine and Society: Key Theories and Future Agendas* London: Routledge (Part 1 of the book, 'Rethinking Social Structure and Health', contains some very important discussions.)

<b>MODULE TITLE:</b>	Brazil: Sociological and Anthropological Perspectives	<b>CODE:</b>	SI0150	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Sara Delamont	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>		Room 2.32	<b>TEL:</b>	029 20874035	<b>E-MAIL:</b> Delamont@cardiff.ac.uk

### **MODULE AIM(S)**

To develop knowledge, understanding and skills in applying sociological and anthropological perspectives to Brazil.

**On completion of the module a typical student will be able to:**

#### **KNOWLEDGE AND COMPREHENSION**

- Explain the major dimensions of class, race, gender, region and poverty in contemporary Brazil.
- Appreciate the diversity of Brazilian society studied by scholars deploying sociological and anthropological methods.
- Describe the key sociological and anthropological concepts relevant to Brazil.

#### **SKILLS (APPLICATION AND ANALYSIS)**

- Compare and contrast social science explanations of features of Brazilian culture.
- Apply theoretical concepts from sociology and anthropology to Brazilian data.
- Undertake and present scholarly work using a variety of sources including those independently identified.

#### **UNDERSTANDING (SYNTHESIS AND EVALUATION)**

- Demonstrate an understanding of social science research methods deployed in Brazil.
- Evaluate different social science accounts of Brazilian society.
- Elucidate the relevance of key theoretical ideas to Brazilian society.

#### **TRANSFERABLE SKILLS**

The module will contribute to the development of the following transferable skills:  
Problem solving, information retrieval, comparative social science, communicating skills through written work.

#### **SYNOPSIS OF MODULE CONTENT**

Key sociological concepts central to understanding Brazil (globalisation, colonialism, and post colonialism, ethnicity, ....). Key anthropological work on Brazil, especially on African-Brazilian religion, carnival, capoeira, sickness and poverty, folklore and magic. Patronage and Clientalist politics, race and ethnicity, and the economic system will be addressed from sociological and anthropological perspectives. The ethics and politics of anthropological work on Indigenous Brazilians will be explored.

#### **METHODS OF LEARNING AND TEACHING**

Lectures and seminars.

#### **OPPORTUNITIES FOR FORMATIVE ASSESSMENT**

A formative task is provided in the Autumn Semester. Individual written feedback will be provided by the seminar tutor, and any generic issues posted on Learning Central.

### **ARRANGEMENTS FOR FEEDBACK ON WORK**

Individual written feedback will be provided by the course convenor for the Summative Coursework. Generic issues will be posted on Learning Central. Generic exam feedback on a question by question basis will be provided. Any student who fails the module will get individual written feedback from the convenor (assuming SOCSI has a valid address for them).

### **METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT**

Coursework (essays) 50% 3500 words (Autumn)  
Written Examination 50% 1.5 hours (Spring)

### **INDICATIVE READING**

Assuncao, M.R. (2005) *Capoeira* Routledge.  
Caldeira, T. (2001) *City of Walls* California UP.  
Harris, M. (2000) *Life on the Amazon* OUP.  
Hess, D. and Damatta, R. (eds) (1995) *The Brazilian Puzzle* Columbia UP.  
Patai, D. (1993) *Brazilian Women Speak* Rutgers UP.  
Reichmann, R. (eds) (1999) *Race in Contemporary Brazil* Penn State UP.  
Scheper-Hughes, N. (1992/2000) *Death Without Weeping* Yale UP.  
Stephens, N and Delamont, S (2009). 'They start to get malicia' *BJSE* 30,5, 537 - 548  
Telles, E.E. (2004) *Race in Another America* Princeton UP.  
Tierney, P. (1999) *Darkness in Eldorado* W.W. Norton.  
Twine, F.W. (1998) *Racism in a Racial Democracy* Rutgers UP.  
Wagley, C. (1976) *Amazon Town* OUP.

<b>MODULE TITLE:</b>	Conflict and Change in Educational Policy	<b>CODE:</b>	SI0151	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Prof Sally Power	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>		Room 1.27	<b>TEL:</b>	02920874738	<b>E-MAIL</b>
					PowerS3@cardiff.ac.uk

### MODULE AIM(S)

The module aims to provide students with an advanced level of knowledge and understanding of contemporary education policy (especially in the UK). It will explore the complex and contested nature of education policy and how political responses reflect and reinforce broader social trends. The course is structured around analyses of current initiatives in education policy, relating to both the compulsory and non-compulsory phases of education and training. Case-studies of specific policies provide the basis for analysing the general dimensions of contemporary state policy (marketisation, public/private sector relations, economic efficiency/social inclusion, individual/collective responsibilities), as well as providing detailed insights into selected policy initiatives (such as Education Action Zones, new policies on selection for schools, the impacts of devolution on education policy, the expansion of higher education).

**On completion of the module a typical student will be able to:**

### KNOWLEDGE AND COMPREHENSION

- Describe some of the key research findings on contemporary education policy.
- Evaluate the strengths and weaknesses of some of the research findings relevant to contemporary education policy.
- Identify some of the aspects of education policy over which there are competing claims and rehearse the relevant research evidence.
- Critically evaluate some of the research studies which present evidence relevant to contemporary education policy.

### SKILLS (APPLICATION AND ANALYSIS)

- Describe the methodological bases of some of the research studies relating to contemporary education policy.
- Present recommendations as to the most effective ways of developing education policy in written and oral forms.
- Present discussion of contemporary education policy in written and oral forms.
- Critically evaluate the methodological bases of research studies relating to contemporary education policy.

### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Describe the theoretical and methodological perspectives which underpin how we understand contemporary education policy.
- Present recommendations on the development of more effective means of delivering education policy, based upon an evaluation of the relevant research evidence.
- Compare and contrast these perspectives.
- Critically evaluate the relationships between research-based evidence and the development and delivery of education policy.

### TRANSFERABLE SKILLS

The module will contribute to the development of the following transferable skills:

Written and oral presentation; Accessing, analysing and synthesising complex information (in research studies); Group working (in seminars/workshops); Application of research evidence to policy/practice development.

### SYNOPSIS OF MODULE CONTENT

This module begins with a series of lectures exploring the nature of education policy and changes in political regimes. It then focuses upon a series of case-studies of contemporary education policies, covering both the compulsory and post compulsory phases of education and training. The choice of case-studies will vary from year to year, reflecting changes in contemporary policy.

The use of a case-study approach allows students to engage with the relevant research literature in a thorough-going way. They will thus not only get an in-depth knowledge of key policy initiatives, but also have an opportunity to evaluate research studies at an advanced level. In particular, the general issue of the relationships between policy development and relevant research findings will be an important general theme. The case-studies will also provide the opportunity to explore the more general dimensions of contemporary education policy. Through the in-depth analysis of particular initiatives, the module will analyse the general principles underpinning education policy, such as marketisation, public/private sector relations, economic efficiency/social inclusion, individual/collective responsibilities, etc. .

### METHODS OF LEARNING AND TEACHING

Teaching will be based upon three types of activity:

- (i) Lectures – these will be delivered weekly;
- (ii) Small-group classes – these will be organised in groups of c. 12 students and will take a variety of forms (presentations, debates, working on predetermined tasks in groups, etc.)
- (iii) Private study – including library-based work, preparation for the small-group classes, preparation of assignments.

### OPPORTUNITIES FOR FORMATIVE ASSESSMENT

Formative assessment will be provided primarily through the small-group classes. Students will be required to prepare assignments (of various kinds) for presentation in these classes. These will not contribute to the overall grade for the module, but will allow students to assess progress, strengthen aspects of their work, etc.

### ARRANGEMENTS FOR FEEDBACK ON WORK

Feedback on assignments will be oral for formative assessment (see above). It will be written for summative assessment which is based upon coursework.

### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

Coursework (essays) 50% 3500 words (Autumn)  
Written Examination 50% 2 hours (Spring)

### INDICATIVE READING

- Ball, S.J. (1990) *Politics and Policy-Making in Education: Explorations in Policy Sociology*. London: Routledge.
- Ball, S.J. (1994) *Education Reform: A Post-Structural Approach*. Buckingham: Open University Press.
- Ball, S.J. (2008) *The Education Debate: policy and politics in the twenty first century*, Bristol: Policy Press.
- Ball, S.J. (2007) *Education PLC*. London: Routledge
- Coffey, A. (2001) *Education and Social Change*, Buckingham: Open University Press
- Green, A. (1997) *Education, globalization and the nation state*, London: Macmillan.
- Green, A. (1990) *Education and State Formation*. London: Macmillan.
- Lingard, R. and Ozga J. (2007) *The RoutledgeFalmer Reader in Education Policy and Politics*, London: RoutledgeFalmer .
- Trowler, P. (1998) *Education Policy: a policy sociology approach* Eastbourne: Guildredge
- Whitty, G. (2002) *Making Sense of Education Policy*, London: Paul Chapman

### OTHER INFORMATION

It is recommended that you have completed SI0076 Contemporary Sociology of Education.

<b>MODULE TITLE:</b>	Crime Control, Regulation, and Policing	<b>CODE:</b>	SI0153	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Amanda Robinson	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 1.01A	<b>TEL:</b>	029 20875401	<b>E-MAIL</b>	RobinsonA@cardiff.ac.uk

### MODULE AIM(S)

This module will provide a detailed overview of the study of crime control and policing by incorporating theoretical and policy issues. The module is intended for students seeking to gain knowledge of issues related to crime control, crime prevention, white-collar crime, and developments in regulation and policing.

**On completion of the module a typical student will be able to:**

#### KNOWLEDGE AND COMPREHENSION

- Demonstrate knowledge and understanding of debates about the functions and powers of the police and assess the effectiveness of mechanisms of accountability through which they are regulated.
- Describe contemporary developments in crime regulations and their governance, and evaluate contrasting views on such developments.
- Show a sound knowledge of the different theoretical approaches to crime prevention, and of the research evidence documenting the effectiveness of particular crime prevention strategies.
- Demonstrate knowledge of different styles of crime control and policing strategies including the policing and regulation of 'street crimes' and 'white collar crimes.'

#### SKILLS (APPLICATION AND ANALYSIS)

- Present a clear and informed written argument in essays on the implications of possible future developments in crime control, crime prevention, regulation, and policing.
- Demonstrate the capacity to differentiate and critique different strategies of crime control and policing.
- Articulate well-informed views on how well different crime prevention strategies address particular crime or delinquency problems.
- Critically evaluate theoretical perspectives on the function of the police and assess their influence on policing policies.

#### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Adopt a critical perspective on the ability of various agencies to control crime.
- Evaluate the utility of various theoretical frameworks for explaining the regulation and control of crime.
- Evaluate the basic techniques of designing, implementing, and evaluating crime prevention initiatives by applying these concepts to selected crime or delinquency scenarios.
- Synthesise different explanations of the function and role of crime control and prevention activities in contemporary society.

#### TRANSFERABLE SKILLS

The module will contribute to the development of the following transferable skills: problem solving; communication; literacy and numeracy, critical thinking. Such skills will be evidenced via tutorial presentations and written work.

#### SYNOPSIS OF MODULE CONTENT

This module addresses the role of crime prevention, regulation, and policing of street crime, organised crime, and white-collar crime. It reviews the major debates and issues surrounding crime control in democratic societies, including historical and contemporary perspectives. The module is designed to acquaint students with the types of crime prevention strategies currently used by police and community groups. The module will help students understand the advantages and disadvantages of various programs that aim to control crime.

#### METHODS OF LEARNING AND TEACHING

Weekly lecture supported by four tutorials per semester (3 on substantive policing topics and one on assessment/revision). Students will be expected to make short presentations in tutorial sessions. Independent/guided study time will focus on preparing for tutorials, including presentations, essay work,

and preparation for exams. Students will be encouraged to use criminal justice web sites.

#### OPPORTUNITIES FOR FORMATIVE ASSESSMENT

Students will be required to make short presentations during the tutorials on relevant topics, and will be provided with verbal feedback on areas such as: delivery/communication of material and content of presentation.

#### ARRANGEMENTS FOR FEEDBACK ON WORK

Written feedback on the students' assigned coursework (presentation) will be provided by the tutors. Coursework will be returned to students with the standard feedback indicating particular areas of strength, and ways in which their work could have been improved. Students will have the opportunity to discuss the feedback with their personal tutors. Students can also request appointments with the Module Convenor to discuss feedback. Examination feedback will be given in one dedicated lecture in the spring term, along with the assessment/revision tutorial (one per term).

#### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

Examination (20%) 1 hour - Autumn Semester  
Examination (20%) 1 hour - Spring Semester  
Coursework (Essays) (60%) 4000 words- Spring

#### INDICATIVE READING

- Brodeur, J-P. (1998). *How to Recognize Good Policing: Problems and Issues*. London: Sage.
- Ericson, R.V. and Haggerty, K. (1997). *Policing the Risk Society*. Toronto: University of Toronto Press.
- Holdaway, S. 1996). *The Racialisation of British Policing*. London: Macmillan.
- Innes, M. (2004). 'Reinventing Tradition? Reassurance, Neighbourhood Security and Policing', *Criminal Justice* 4(2) 151-171.
- Johnston, L. (2000). *Policing Britain: Risk, Security, and Governance*. Harlow: Longman/Pearson Education.
- Jones, T. and Newburn, T. (1998) *Private Security and Public Policing*. Oxford: Clarendon Press.
- Leishman, F., Loveday, B., and Savage, S. (eds) (2000) *Core Issues in Policing*. (second edition) London: Longman.
- Levi, M. (ed.) (1998). *Howard Journal of Criminal Justice*. Special Issue: Organised Crime.
- McLaughlin, E. (2007). *The New Policing*. London: Sage.
- Newburn, T. (Ed.) (2008) *Handbook of Policing*. Willan Publishing (Second Edition).
- Newburn, T. (Ed.) (2005) *Policing: Key Readings*. Willan Publishing.
- Reiner, R. (2000). *The Politics of the Police*. (Third Edition). Oxford: Oxford University Press.
- Robinson, A. L., & Chandek, M. S. (2000). The domestic violence arrest decision: Examining demographic, attitudinal, and situational variables. *Crime & Delinquency*, 46(1), 18-37.
- Robinson, A. L., & Strohshine, M. S. (2005). The Importance of Expectation Fulfilment on Domestic Violence Victims' Satisfaction with the Police in the UK. *Policing: An International Journal of Police Strategies and Management*, 28(2), 301-320.
- Robinson, A. L. (2006). Reducing Repeat Victimisation among High-Risk Victims of Domestic Violence: The Benefits of a Coordinated Community Response in Cardiff, Wales. *Violence Against Women: An International and Interdisciplinary Journal*, 12(8), 761-788.
- Skogan, W. G. & Hartnett, S. M. (1997). *Community Policing, Chicago Style*. Oxford: Oxford University Press.

#### OTHER INFORMATION

It is highly recommended that students have taken SI0202 Responses to Crime.

<b>MODULE TITLE:</b>	Globalisation and Social Change	<b>CODE:</b>	SI0158	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Ian Welsh	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 2.27	<b>TEL:</b>	029 20875403	<b>E-MAIL:</b>	WelshI@Cardiff.ac.uk

### MODULE AIM(S)

This module aims to enable students to become well-versed in theoretical approaches to globalisation. It will introduce students to a selected range of theories, covering political economy, sociological and cultural approaches. The aim is to provide the foundation for the application of these theories critically, in analysis of the relationships between global forces, the state, economy and civil society, at international, national regional and local levels. Specifically the course aims to: introduce students to approaches towards globalisation; consider the processes and outcomes of social change in nation states in the context of globalisation; and enable students to apply these approaches to a variety of specific societies and settings.

**On completion of the module a typical student will be able to:**

### KNOWLEDGE AND COMPREHENSION

- Demonstrate an understanding of the major theoretical approaches covered in relation to globalisation and social change.
- Present a critical assessment of the balance between global forces and national factors in the determination of the relations between state, economy and civil society in different societies and social contexts.
- Present a critical assessment of the application of the major theories of globalisation in the analysis of the relationship between global forces, international organisations, and the state, economy and civil society in different societies and social contexts
- Outline and explain the processes of resistance in relation to globalisation.

### SKILLS (APPLICATION AND ANALYSIS)

- Draw on a range of sources to analyse critically and illustrate the processes of globalisation and its implications for various social groupings.
- Identify the way in which the social organisation of industrial societies is changing in relation to processes of globalisation.
- Apply appropriate theoretical perspectives in a critically informed way to explain the changes that may be taking place as globalisation proceeds.
- Discuss the importance of analyses relating to environment, well-being and skill formation for modern society.

### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Demonstrate an appreciation of the balance between global and national factors in different societies.
- Compare and contrast substantive issues raised by the processes of globalisation in a theoretically informed way.
- Question the processes of globalisation in a critical way and be able to defend different intellectual perspectives.

### TRANSFERABLE SKILLS

The module will contribute to the development of the following transferable skills:

- The ability to work individually on an intellectual topic.
- The ability to contribute and promote group work .
- Develop and apply critical research skills in relation to current intellectual questions and topics.

### SYNOPSIS OF MODULE CONTENT

The module will cover the following:

- Debates about the meaning of globalisation
- The development and 'modernisation' of the state over the last two decades.
- The institutional anatomy of the global domain
- Debates about employment, unemployment and consumption in a global context
- Debates about the environment, sustainability and social justice
- Questions about poverty and inequality in a globalised context
- Comparative analyses of protest movements, patterns of social resistance and rebellion

### METHODS OF LEARNING AND TEACHING

The module is delivered by a combination of lectures, and seminars.

### ARRANGEMENTS FOR FEEDBACK ON WORK

Written feedback will be provided on the coursework. Oral feedback will be given through group and individual seminars where appropriate.

### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

Coursework (essays) 50% 3500 words (Autumn)  
Written Examination 50% 2 hours (Spring)

### INDICATIVE READING

- Chester, G and Welsh I. (2006) *Complexity and Social Movements: Multitudes on the edge of chaos*, London: Routledge. Chps. 1 & 2.
- Cohen, R. and Rai, Shirin (eds.) (2000) *Global Social Movements*, Athlone Press.
- Fairbrother, P. and Yates, C. (2003) *Trade Unions in Renewal: A Comparative Study*, London: Continuum.
- Global Policy Forum: <http://www.globalpolicy.org/>
- Hirst, P and Thompson, G. (1996) *Globalisation in Question*, Cambridge: Polity Press.
- Kiely, R. (2005) *The Clash of Globalisations: Neo-liberalism, the Third Way and Anti-Globalisation*, Leiden & Boston: Brill.
- Klein, N. (2000) *No Logo*, London: Flamingo.
- Marx, K. and Engels, F. *The Communist Manifesto*.
- Monbiot, G. (2000) *Captive State: The Corporate Take-over of Britain*, Chapter 2
- Rainnie, A. and Fairbrother, P. (2005) 'The State We Are In (And Against)', in P. Fairbrother and A. Rainnie (eds) *Globalisation, State and Labour*. London: Routledge.
- Stiglitz, J (2002) *Globalisation and its Discontents*, London: Allen Lane.

### OTHER INFORMATION:

Debates about the forms and processes of globalisation are central to an understanding of contemporary society. These developments raise important questions about the continued significance of nation states, the degree of global uniformity and difference. This module addresses these and other issues through a comparative approach.

The module will provide a useful introduction to contemporary issues in a range of careers, such as teaching, management, administration, and employment in the public services and professions.

<b>MODULE TITLE:</b>	Metropolis: Urban Life and Consumer Culture	<b>CODE:</b>	SI0162	<b>SEMESTER(S)</b>	Autumn and Spring
<b>MODULE LEADER:</b>	Dr Tom Hall	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>LOCATION:</b>	Rm 1.26	<b>TEL:</b>	029 20876288	<b>E-MAIL:</b>	HallTA@cardiff.ac.uk

### **MODULE AIM(S)**

To develop students' awareness and critical understanding of the city, both as an object of sociological attention and as the site for significant sociological explorations; and in this context, to develop students' awareness and critical understanding of consumer and postmodern culture(s) and urban lifestyles. Students will also be introduced to theoretical debates and issues implicated in the transformations of urban environments through culture-led regeneration, visibility, theming, heritage and tourism.

**On completion of the module a typical student will be able to:**

#### **KNOWLEDGE AND COMPREHENSION**

- Demonstrate knowledge of classic and contemporary analyses of urban life.
- Describe and examine key studies of urban lives and consumer culture.
- Demonstrate knowledge of sociological and cultural analyses of the rise of consumer culture(s).

#### **SKILLS (APPLICATION AND ANALYSIS)**

- Provide a sociologically informed, account of urban modernity and its effects, combining both argument and evidence.
- Present clear arguments regarding the nature and significance and nature of contemporary consumer culture(s).

#### **UNDERSTANDING (SYNTHESIS AND EVALUATION)**

- Exhibit a critical understanding of classic and contemporary thought relating to the study of urban life and consumer culture(s).

#### **TRANSFERABLE SKILLS**

The module will contribute to the development of the following transferable skills:

Conceptual and analytical abilities; workload management and communication skills.

#### **SYNOPSIS OF MODULE CONTENT**

Classical social theory and the city; space, place and inequality; intimacy, identity and lifestyle in the urban crowd; urban modernity; urban phenomenology; the rise of consumer culture; taste and distinction; the economy of signs; McDonaldisation; urban economic development and regeneration; global cities; cities, urbanites; global cultural flow; debates around culture and its relationships to tourism; heritage; urban regeneration and theming and branding.

#### **METHODS OF LEARNING AND TEACHING**

Independent study is supported by a programme of lectures (22 sessions) and seminars (8 sessions).

#### **METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT**

Examination (50%) 1.5 hours - Autumn  
Coursework (Essays) (50%) 3500 words - Spring

### **INDICATIVE READING**

- Davis, M. (1998). *City of Quartz: Excavating the Future in Los Angeles*. London: Pimlico.
- Duneier, M. (2000). *Sidewalk*: Farrar Straus Giroux.
- Edwards, T. (2000) *Contradictions of Consumption* Buckingham: Open University Press.
- Hannigan, J. (1998) *Fantasy City* Routledge: London
- Massey, D., J. Allen & S. Pile (eds) (1999). *City Worlds*. London: Routledge.
- Raban, J. (1988). *Soft City*. London: Harper Collins.
- Slater, D. (1997) *Consumer Culture and Modernity* Oxford: Blackwell
- Simmel, G. (1950). The metropolis and mental life. In *The Sociology of Georg Simmel* (ed.) K.H. Wolff. NewYork: Free Press.
- Simmel, G. (1971). Fashion. In *Georg Simmel on Individuality and Social Forms* (ed.) D.N. Levine. Chicago: University of Chicago Press.
- Zukin, S. (1995) *The Culture of Cities* Oxford: Blackwells

<b>MODULE TITLE:</b>	New Frontiers in Sociology	<b>CODE:</b>	SI0163	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Prof Ralph Fevre	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 2.04	<b>TEL:</b>	02920874086	<b>E-MAIL:</b>	Fevre@cardiff.ac.uk

### MODULE AIM(S)

To consider some of the most recent developments in sociological thinking and explore the insight they give into the social, cultural and political characteristics of society.

**On completion of the module a typical student will be able to:**

#### KNOWLEDGE AND COMPREHENSION

- Summarise and comment on detail on the development of two or more bodies of innovative work
- Explain how these sociological ideas expand our knowledge of the constitution of society, politics and culture
- Discuss the way this work relates to the critique and synthesis of existing sociology.

#### SKILLS (APPLICATION AND ANALYSIS)

- Demonstrate the ability to work with very demanding texts in the original and show a high level of competence in the communication of the knowledge they acquire.
- Demonstrate assured competence in abstract thought and, particularly, in the use and application of new concepts.
- Demonstrate the capacity to apply new sociological thinking in innovative contexts

#### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Exhibit the ability to apply the knowledge and skills acquired during the module and demonstrate a critical understanding of what specific theories can and cannot do through the application of new theories.
- Compare and contrast bodies of competing and complementary theoretical work.
- Provide evidence that the knowledge and skills they have acquired have given them insights into social and political organisation and/or social change

#### TRANSFERABLE SKILLS

The module will contribute to the development of the following transferable skills: higher problem-solving, conceptual and analytical abilities, communication skills and the capacity to connect theory to practice

#### SYNOPSIS OF MODULE CONTENT

Students are introduced to cutting-edge, contemporary sociology and social theory with a very wide range of applications in public and private spheres. The work that is considered will vary from year to year but here are some examples of the kind of areas that might be covered:

- (1) One body of innovative theory concerns questions about perfection, imperfection and ambivalence. Through a consideration of the visions advanced through various accounts of utopia and dystopia within both the literary and sociological imagination, students are encouraged to reflect on the classic concerns of social enquiry: social organisation, social change and the shaping of subjectivity. They are also given the opportunity to discuss issues concerning progress, idealism, Uncertainty, time, integration, repression, liberation and social transformation within the context of the hopes and anxieties of the new century

- (2) Classical sociology described Western culture as 'demoralized' and today it is often suggested that many Westerners find it hard to take morality seriously. The causes of this phenomenon are explored through discussions of work, art, sex, religion, political legitimacy, ecology, nationalism and advertising.

#### METHODS OF LEARNING AND TEACHING

In addition to the time devoted to independent study, each student will receive a minimum of 30 hours tuition through lectures, seminars and workshops.

#### OPPORTUNITIES FOR FORMATIVE ASSESSMENT

During the Autumn Semester students will read a number of utopian writings and submit them to sociological analysis through set seminar tasks. These short written analyses will be read and comment provided during seminar classes. During the Spring Semester there will be small group discussions of selected readings and students will be given group and individual verbal feedback on their progress as appropriate.

#### ARRANGEMENTS FOR FEEDBACK ON WORK

In the Autumn semester, students are required to provide short responses to a reading and set questions. They then receive formative feedback from the lecturer and the seminar group in each seminar meeting in response to the set questions and their answers. Written formative feedback on the assessed essay is provided individually. Generic feedback on the assessed essay is provided in lectures and via Learning Central. In the Spring semester seminars, students are expected to provide short summaries of longer works and receive immediate feedback from the lecturer and the seminar group. Generic feedback on the examination is provided via Learning Central.

#### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

Coursework (Essay) (50%) 3500 words – Autumn Semester;  
Written Examination (50%) 2 hours – Spring Semester.

#### INDICATIVE READING

- Adam, B. (1990) *Time and Social Theory*, Cambridge: Polity;
- Bauman, Z. (1993) *Postmodern Ethics*, Oxford: Blackwell.
- Bauman, Z. (2003) *Society Under Siege*. Cambridge, Polity
- Beck, U. (1996) *The Risk Society*, Cambridge, Polity
- Fevre, R. (2000) *The Demoralization of Western Culture: Social Theory and the Dilemmas of Modern Living*, London: Continuum.
- Gray, J. (2007) *Black Mass : Apocalyptic Religion And The Death Of Utopia* London: Allen Lane.
- Huxley, A. (1932) *Brave New World*, Chatto & Windus
- Levitas, R. (2010), 'Back to the future: Wells, sociology, utopia and method'. *The Sociological Review*, 58: 530–547. doi: 10.1111/j.1467-954X.2010.01938.x
- Mestrovic, S. (1991) *The Coming Fin de Siecle: An Application of Durkheim's Sociology to Modernity and Postmodernity*, London: Sage.
- Stivers, R. (1994) *The Culture of Cynicism. American Morality in Decline*, Oxford: Blackwell.

<b>MODULE TITLE:</b>	Power, Culture and Identity	<b>CODE:</b>	SI0164	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr William Housley	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 1.10	<b>TEL:</b>	029 20875236	<b>E-MAIL:</b>	HousleyW@cardiff.ac.uk

### **MODULE AIM(S)**

The aim of the module is to introduce students to both the theoretical and methodological issues and approaches concerning power, culture and identity.

**On completion of the module a typical student will be able to:**

### **KNOWLEDGE AND COMPREHENSION**

- Explain the major issues concerning the sociological dimensions of power, culture and identity.
- Describe methodological approaches to understanding power, culture and identity.

### **SKILLS (APPLICATION AND ANALYSIS)**

- Demonstrate basic analyses of the relation between power, identity and culture
- Apply basic principles of discourse analysis, textual analysis and theoretical analysis to power, culture and identity as everyday issues
- Ability to undertake and present scholarly work (e.g. build own module relevant bibliography)

### **UNDERSTANDING (SYNTHESIS AND EVALUATION)**

Discuss the relationship between theory and method in understanding culture, power and identity

Compare and contrast different approaches to the relationship between culture, power and identity.

### **TRANSFERABLE SKILLS**

The module will contribute to the development of the following transferable skills:

Analysis and argument.  
Methods for applying theoretical concepts to practical situations.  
Bibliographic research.

### **SYNOPSIS OF MODULE CONTENT**

The first part of the course:

Drawing on anthropological and sociological theories the module explores different understandings of the relationship between Culture, Power and Identity; including: culture and meaning, culture and values, inclusion and exclusion, countercultures and subcultures, culture and consumption.

The second part of the course :

Explores ways of analysing identity in relation to interaction, representation and consumption. This part of the course also considers these ways of comprehending identity in relation to culture and identity politics.

### **METHODS OF LEARNING AND TEACHING**

Lectures, seminars and workshops as well as independent reading and research.

### **ARRANGEMENTS FOR FEEDBACK ON WORK**

Assignments will be double marked as per school policy and students will be provided with written feedback.

### **METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT**

Coursework (essays) 50% 3500 words (Autumn)  
Written Seen Examination 50% 2 hours (Spring)

### **INDICATIVE READING**

Bauman, Z. (2002) *Society Under Siege*, Cambridge, Polity Press.

Blackman, L., Cromby, J., Hook, D., Papadopoulos, D. and Walkerdine, V. (2008) *Creating Subjectivities*, *Subjectivity* 22: 1–27.

Douglas M. and Isherwood, B., (1980) *The world of goods: Towards an anthropology of consumption*. Harmondsworth: Penguin.

Douglas, M. (1984) *Purity and danger: an analysis of the concepts of pollution and taboo*. London: ARK Paperbacks.

Ferguson, H. (1996) *The Lure of Dreams: Sigmund Freud and the Construction of Modernity*. London, Routledge.

Garfinkel, H. (1967) *Studies in Ethnomethodology*. Englewood Cliffs, New York, Prentice Hall.

Geertz, C. (1993) *The interpretation of cultures : selected essays*. London : Fontana Press.

Goffman, E. (1963) *Interaction Ritual*. New York, Anchor Books.

Hollway, W. Urwin, C. Venn, C. Walkerdine, V. (1984) *Changing the Subject*. Methuen: London

Housley, W. (2009). *Interaction, Discourse and the Subject*, *Subjectivity*, 26: 69 – 86.

Jaynes, J. (1976, 1991) *The Origin of Consciousness in the Break-down of the Bicameral Mind*. Boston, Houghton Mifflin Company.

Latimer, J. (2001) *All-consuming Passions: Materials and Subjectivity in the Age of Enhancement*. In N. Lee and R. Munro (Eds.) *The Consumption of Mass*, Sociological Review Monograph: 157 – 173. Oxford: Blackwell.

Latimer, J. (2004) *Commanding Materials: Re-accomplishing Authority in the Context of Multidisciplinary Work*, *Sociology*, 38(4): 757-775.

Latimer, J. (2007) *Diagnosis, Dysmorphology and the Family: Knowledge, Motility, Choice*, *Medical Anthropology*, 26: 53-94

Latimer, J. (2009) *Introduction: Body, Knowledge, Worlds*. In J. Latimer and M. Schillmeier (Eds.) *Un/Knowing Bodies*, Sociological Review Monograph: 1 – 22. Oxford: Blackwell.

Latimer, J. and Munro, R. (2006) *Driving the Social*. In *Against Automobility*, S. Bohm, C. Jones and M. Pattison (Eds.). Sociological Review Monograph: 32 – 55. Oxford: Blackwell.

Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network Theory*. Oxford, Clarendon.

Lloyd, M. (2004) *Life in the Slow Lane: Rethinking Spectacular Body Modification*. *Continuum: Journal of Media and Cultural Studies*, 18(4): 555 - 564

Monaghan, L. (2001) *Body Building, Drugs and Risk*. London, Routledge.

Munro, R. (1996) *A Consumption View of Self: Extension, Exchange and Identity*. In S. Edgell, K. Hetherington and A. Warde (Eds.) *Consumption Matters: The Production and Experience of Consumption*. Sociological Review Monograph: 248-273, Oxford: Blackwell.

Strathern, M. (1991) *Partial Connections*. Savage, Maryland: Rowman and Littlefield

Turner, V. (1967) *The forest of symbols : aspects of Ndembu ritual*. Ithaca ; London : Cornell University Press

<b>MODULE TITLE:</b>	Contemporary Debates and Issues in Social Science	<b>CODE:</b>	SI0174	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Prof Susan Baker	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 2.15	<b>TEL:</b>	029 20875237	<b>E-MAIL:</b>	BakerSCM@cardiff.ac.uk

### MODULE AIM(S)

To provide an opportunity for students to gain an in-depth understanding of some key contemporary debates within the social sciences. These include debates on the link between economy, ecology and society; the nature of risk; and those regarding the nature and politics of knowledge, science and technology. In particular to develop an understanding of:

- The importance of culture and politics in understanding issues related to environment, risk, and to science & technology .
- An understanding of links between theory and method in the social sciences and of those between culture, policy and politics in society more generally.
- The contested nature of environmental issues and of scientific knowledge and its relation to issues of power.
- A historical perspective on the development of key theoretical and empirical approaches to understanding the link between society and nature; in the sociology of risk; and to understanding technology and science.
- The necessity to read evidence and research claims critically.
- The variety of disciplines and perspectives found within the social sciences and something of their commonalities and their distinctive characteristics.

**On completion of the module a typical student will be able to:**

### KNOWLEDGE AND COMPREHENSION

- Recognise the contribution of social scientific debates to the understanding of social life and its environmental dimensions; risk and risk policy; and the production of scientific knowledge and technology
- Outline and describe some of the contemporary debates in the social sciences
- Summarise and use a range of primary and secondary sources to extend their knowledge and understanding of these debates

### SKILLS (APPLICATION AND ANALYSIS)

- Distinguish between theory and evidence in the articulation of debates in the social sciences
- Discuss and communicate argument and evidence in the context of scientific knowledge
- Assess the merits of competing theories, data and explanations in social science debates

### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Provide a critical account of contemporary debates in the social sciences including a presentation and defence of their own ideas and analyses.
- Demonstrate an appreciation of the essentially contested nature of social science, perceptions of the link between economy, ecology and society; risk policy and risky practices; scientific knowledge and technological innovation

### TRANSFERABLE SKILLS

The module will contribute to the development of the following transferable skills:

Oral and written communication skills, debating skills, independent study, scholarly reading and writing, summarizing and evaluating arguments, group work.

### SYNOPSIS OF MODULE CONTENT

This module will provide opportunity for the systematic exploration of current debates within social science around the environment; risk; and the nature of expertise, knowledge & science. The module will focus on cutting edge ideas being developed in Cardiff, examining both the original research and the responses to it. Students will therefore gain an in-depth appreciation of academic work in action. The material covered will address theoretical and methodological innovation but always in the context of empirically grounded, substantive topics and case studies. This includes discussions on social movement; environmental policy and politics; environmental citizenship and consumption; risk and the understanding of risky behaviour among different social groups and individuals; science and politics; critical theories of technology and how social scientists understand what others know, paying particular attention to the Studies of Expertise and Experience (SEE).

### METHODS OF LEARNING AND TEACHING

The module will be taught through case study workshops, reading groups, student-led seminars, lectures and independent study.

### OPPORTUNITIES FOR FORMATIVE ASSESSMENT

Students will be required to undertake critical reviews of key readings, prepare and present a presentation, prepare an assignment plan.

### ARRANGEMENTS FOR FEEDBACK ON WORK

Tutor and peer oral feedback will be given on the critical reviews; presentations will receive oral and written feedback; students will have tutorial time to discuss their assignment plan (and will receive written comments on this).

### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

Project 3500 words (50%) and coursework 3500 words (50%)

### INDICATIVE READING

- Baker, S. (2005). *Sustainable Development*. London.
- Barry, J. (1999). *Environment and Social Theory*. London.
- Blühdorn, I. and Welsh, I. (Eds) (2008). *The Politics of Unsustainability: Eco-Politics in the Post-Ecologist Era*. London: Routledge.
- Collins, H.M. and Evans, R.J. (2007) *Rethinking Expertise*, Chicago, IL: University of Chicago Press.
- Haraway, D. J. (1991). *Simians, cyborgs, and women : the reinvention of nature*. New York: Routledge.
- Hess, D. J. (2007). *Pathways in science and industry: activism, innovation, and the environment in an era of globalization*. Cambridge, MA: MIT.
- Horlick-Jones, T. (2007) 'On the signature of new technologies: materiality, sociality and practical reasoning' in Flynn, R. and Bellaby, P. (eds.) *Risk and the Public Acceptance of New Technologies*, Basingstoke: Palgrave Macmillan, pp.41-65.
- Irwin, A., & Michael, M. (2003). *Science, social theory and public knowledge*. Maidenhead: OUP.
- Latour, B. (2005). *Reassembling the social: an introduction to actor-network-theory*. Oxford: Oxford University Press.
- Papadopoulos, D., Stephenson, N., & Tsianos, V. (2008). *Escape routes. Control and subversion in the 21st century*. London: Pluto Press.

<b>MODULE TITLE:</b>	Diversity, Crime and Criminal Justice	<b>CODE:</b>	SI0184	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Matthew Williams	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>		Room 2.28	<b>TEL:</b>	029 20874853	<b>E-MAIL:</b> WilliamsM7@cf.ac.uk

### MODULE AIM(S)

This module will provide a detailed overview of the study of crime and criminal justice by incorporating theoretical and policy issues relevant to gender, race, class and sexual orientation. The module is intended for students seeking to gain knowledge of criminology, policing, prosecution and the courts, and the sanctioning of offenders.

**On completion of the module a typical student will be able to:**

#### KNOWLEDGE AND COMPREHENSION

- Show a sound knowledge of the theoretical explanations of and research evidence documenting different patterns of victimisation and offending according to race, class, gender and sexual orientation.
- Describe contemporary developments in the criminal justice processing of diverse offenders, and evaluate contrasting views on such developments.
- Demonstrate knowledge and understanding of the debates about the functions and powers of the police in a diverse society, and assess the historical and contemporary police response to various problems, victims and communities
- Demonstrate knowledge and understanding of the differential treatment and experience of offenders serving community or custodial sentences..

#### SKILLS (APPLICATION AND ANALYSIS)

- Critically evaluate theoretical perspectives on issues related to diversity, equity, justice and the criminal justice system.
- Articulate well-informed views on how race, class, gender and sexual orientation impact the processing of the criminal justice system.
- Demonstrate the capacity to differentiate and critique different strategies of policing in a diverse society.
- Present a clear and informed written argument in essays on historical and contemporary developments in the criminal justice processing of diverse offenders..

#### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Adopt a critical perspective on the ability of the criminal justice system to process offenders in an efficient and equitable way.
- Evaluate the utility of various theoretical frameworks for explaining patterns of offending and victimisation along lines of race, class, gender and sexual orientation.
- Synthesise different explanations of the processing of diverse offenders in contemporary society.
- Critically evaluate criminological and criminal justice research related to diversity, equity and the criminal justice system.

#### TRANSFERABLE SKILLS

The module will contribute to the development of the following transferable skills:

problem solving; communication; literacy and numeracy, critical thinking. Such skills will be evidenced via tutorial presentations and written work.

#### SYNOPSIS OF MODULE CONTENT

This module addresses the role and functioning of the police, courts and penal system in a contemporary society that is diverse in terms of race, class, gender, and sexual orientation. It reviews the major debates and issues surrounding patterns of victimisation and offending, including historical and contemporary perspectives. The module is designed to acquaint students with the types of crime control strategies currently adopted by government, and how these impact different problems, victims, and communities. The module will help students critically assess whether and how the criminal justice system operates in a fashion that is equitable to all members of society.

#### METHODS OF LEARNING AND TEACHING

Weekly lecture supported by four tutorials per semester. Students will be expected to make short presentations during

tutorial sessions. Independent/guided study time will focus on preparing for tutorials, presentations, and exams. Students will be encouraged to use criminal justice web sites.

#### OPPORTUNITIES FOR FORMATIVE ASSESSMENT

Students will be required to make short presentations during the tutorials on relevant topics, and will be provided with verbal feedback on areas such as: delivery/communication of material and content of presentation.

#### ARRANGEMENTS FOR FEEDBACK ON WORK

Exams will be returned to students with feedback indicating particular areas of strength, and ways in which their work could have been improved. Students will have the opportunity to discuss the feedback with their personal tutors. Students will be expected to make appointments for discussion of feedback with their personal tutors. Students can also request appointments with the Module Convenor to discuss feedback.

#### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

Written Examination 20% 1 hours (Autumn)  
Written Examination 20% 1 hours (Spring)  
Coursework (essays) 60% 4000 words (Spring)

#### INDICATIVE READING

- Belkin, A. and McNichol, J. (2002) Pink and blue: Outcomes associated with the integration of open gay and lesbian personnel in the San Diego Police Department. *Police Quarterly*, 5:1.
- Bowling, B., & Phillips, C. (2002). *Racism, crime and justice*. Harlow: Longman.
- Bowling, B and Phillips C (2003) Policing Ethnic Minority Communities, in Newburn, T. (Ed.) *A Handbook of Policing*. Willan Publishing.
- Burke, M., E. (1993) *Coming Out of the Blue*. London: Continuum.
- Heidensohn, F. (2003) Gender and Policing, in Newburn, T. (Ed.) *A Handbook of Policing*. Willan Publishing.
- Jones, T. (1997) Police and Race Relations. In Chadwick, R. (ed) *The Encyclopaedia of Applied Ethics*. San Diego, CA: Academic Press.
- Leinen, S. (1993) *Gay Cops*. New Jersey: Rutgers University Press
- Martin, S. E., & Jurik, N. C. (1996). *Doing justice, doing gender*. London: Sage Publications.
- Maxwell, C. D., Robinson, A. L., & Post, L. A. (2003). The impact of race on the adjudication of sexual assault and other violent crimes. *Journal of Criminal Justice*, 31(6).
- Miller S.L., Forest K.B., Jurik N.C. (2003) Diversity in blue: Lesbian and gay police officers in a masculine occupation. *Men and Masculinities*, vol. 5, no. 4, pp. 355-385(31).
- Phillips C and Bowling B (2002) Racism, Ethnicity, Crime and Criminal Justice, in Maguire M et al (Eds.) *The Oxford Handbook of Criminology* (3<sup>rd</sup> Edition). Oxford: OUP
- Probation Journal (2003), v50, n3. Special Issue: *Discrimination and Diversity in Contemporary Community Justice*.
- Shelden, R. (2001). *Controlling the dangerous classes: A critical introduction to the history of criminal justice*. Boston: Allyn and Bacon.
- Solomos, J. (1993). *Race and racism in Britain* (2<sup>nd</sup> Edition). London: Macmillan.
- Walklate, S. (2001). *Gender, crime and criminal justice*. Devon: Willan.

#### OTHER INFORMATION

Students who have not taken the following criminology modules are strongly advised against taking this module:  
SI0198 The Criminological Imagination  
SI0199 Theories of Crime and Punishment  
SI0201 Offending and Victimisation  
SI0202 Responses to Crime

<b>MODULE TITLE:</b>	Prisons and Community Sanctions	<b>CODE:</b>	SI0203	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Kirsty Hudson	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 1.18	<b>TEL:</b>	029 20874773	<b>E-MAIL:</b>	HudsonKJ@cardiff.ac.uk

### MODULE AIM(S)

- To provide students with a detailed overview of the development of state responses to crime.
- To build upon work undertaken by students in the level one module: Theories of Crime and Punishment, and the level two module: Responses to Crime.
- To consider how penal responses have evolved in contemporary society, paying particular attention to imprisonment and probation practices; issues of reparation, reconciliation, re-integration and re-education; and specific areas of penal practice in how to deal with offenders 'through the prison gate' and after conviction;
- To equip students with an understanding of the challenges involved in turning policy into practice;
- To consider what the state responses to crime are likely to achieve, in light of what we already know "works".

On completion of the module a typical student will be able to:

### KNOWLEDGE AND COMPREHENSION

- Comprehend a range of theoretical, strategic and policy issues associated with the delivery of punishment and resettlement strategies throughout the criminal justice system.
- Describe contemporary developments in penal sanctions and their governance
- Comprehend contrasting views on such developments.
- Comprehend the importance of research evidence documenting the effectiveness of particular strategies.
- Comprehend how the concept of policy transfer has impacted at a national, regional and local level.

### SKILLS (APPLICATION AND ANALYSIS)

- Question the implications of possible future developments in penal policy.
- Use empirical, theoretical and statistical data sources to explore and explain the functioning of the criminal justice system.
- Question 'what works' and why, in relation to delivery of punishment and resettlement strategies.

### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Appreciate differing perspectives in relation to the exploration and explanation of the functioning of the criminal justice system.
- Evaluate the utility of various theoretical frameworks for explaining the function and role of agencies involved in the delivery of punishment and resettlement interventions.
- Evaluate the basic techniques of designing, implementing, and evaluating 'what works' with regard to criminal justice type interventions.

### TRANSFERABLE SKILLS

The module will contribute to the development of the following transferable skills: problem solving; communication; literacy and numeracy, critical thinking. Such skills will be evidenced via tutorial presentations and written work.

### SYNOPSIS OF MODULE CONTENT

This module addresses the development of state and penal responses to crime in contemporary society. In the Autumn semester, the module explores the changing face of prisons and imprisonment. It explores the way in which prisons function, what they achieve and their historical and political context. In the Spring semester, the module explores life beyond the prison walls. It looks at the work undertaken to help promote desistance from crime, both through offending behaviour programmes and resettlement work with prisoners 'through the gate': a philosophy underpinned by the establishment of NOMS. It also introduces the ways in which offenders are dealt with more widely in the community and current alternatives to custody, focussing particularly on the role of the Probation Service.

The module draws on a range of theoretical, strategic and policy issues used to explain the function and role of agencies involved in the delivery of punishment and resettlement interventions, and how penal responses have evolved in contemporary society. The module considers, what works and why, in relation to delivery of punishment and resettlement strategies, as well as the challenges associated with policy transfer.

### METHODS OF LEARNING AND TEACHING

Weekly lecture supported by four tutorials per semester. Independent/guided study time will focus on preparing for tutorials, and assessed work. Students will be encouraged to use criminal justice web sites.

### OPPORTUNITIES FOR FORMATIVE ASSESSMENT

Students will receive verbal feedback from seminar tutors on their contributions to seminar discussions, and on work that they have been required to prepare for seminars.

### ARRANGEMENTS FOR FEEDBACK ON WORK

Students will receive individual, written feedback on assessed coursework, and oral, generic feedback as a group. Students will receive oral, generic feedback on exam performance. All generic feedback will be posted on Learning Central. Individual coursework feedback will indicate particular areas of strength, and ways in which work could have been improved. Students will have the opportunity to discuss the feedback with their personal tutors. Students can also request appointments with the Module Convenor to discuss feedback.

### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

50% 3,500 word assessed essay (Autumn).  
50% 2 hour unseen examination requiring students to answer two essay questions relating to work covered in both semesters (Spring)

### INDICATIVE READING

#### Core text:

Jewkes, Y. (ed.) (2007) *Handbook on Prisons*, Devon: Willan Publishing (Autumn)

Gelshorpe, L. and Morgan, R. (2007) (ed.) *Handbook of Probation*, Devon: Willan Publishing (Spring)

Hucklesbury, A. and Hagley-Dickinson, H (2007) (eds.) *Prisoner Resettlement: Policy and Practice*, Devon: Willan Publishing (Spring)

#### General reading

Jewkes, Y and Bennett, J. (2007) *Dictionary of Prisons and Punishment*, Devon: Willan Publishing

Morgan, R. (2007) 'Imprisonment: a brief history, the contemporary scene, and likely prospects', in M. Maguire, R. Morgan and R. Reiner (2007) (4th edition) *The Oxford Handbook of Criminology*. Oxford University Press

Scott, D. (2007) 'The changing face of the English prison: a critical review of the aims of imprisonment', in Y. Jewkes (ed.) *Handbook on Prisons*, Devon: Willan Publishing (pp49-72)

Sparks, R (2007) 'The politics of imprisonment', in Y. Jewkes (ed.) *Handbook on Prisons*, Devon: Willan Publishing (pp73-94)

Tonry, M (2011) *Why Punish? How Much?: A Reader on Punishment*, Oxford University Press.

Cavadino, M. and Dignan, J. (2002) (3rd edition) *The Penal System: An Introduction*. London: Sage.

Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. London : Allan.

Hough, M., Allen, R., and Padel U. (eds.) (2006) *Reshaping Probation and Prisons: The New Offender Management Framework*. Bristol: Policy Press.

Social Exclusion Unit (2002) *Reducing Re-offending by Ex-Prisoners*. London: Office of the Deputy Prime Minister

<b>MODULE TITLE:</b>	Criminological Practice	<b>CODE:</b>	SI0204	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Mr Adam Edwards	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 1.10B	<b>TEL:</b>	029 20874174	<b>E-MAIL:</b>	EdwardsA2@cardiff.ac.uk

### **MODULE AIM(S)**

- To examine the relationship between research design, methods, data analysis and the narration of findings in criminological practice;
- To consider the relationship between science, politics and ethics in criminological practice;
- To examine the relationship between the representational and performative goals of criminological research.

**On completion of the module a typical student will be able to:**

### **KNOWLEDGE AND COMPREHENSION**

- Comprehend the relationship between research design, methods, analysis and narrative in contemporary criminology.
- Comprehend how practical examples of criminological research demonstrate different relationships between design, methods, analysis and narrative.
- Comprehend normative and empirical arguments over the appropriate relationship between science and politics in criminological research.
- Comprehend arguments about the representational and performative goals of criminological research.

### **SKILLS (APPLICATION AND ANALYSIS)**

- Demonstrate an ability to conceptualise the relationship between science and politics in criminological research.
- Demonstrate an ability to criticise the relationship between design, methods, analysis and narrative in exemplars of criminological research.

### **UNDERSTANDING (SYNTHESIS AND EVALUATION)**

- Appreciate the tensions between science, politics and ethics in criminological practice.
- Understand different narrative styles for composing criminological arguments.
- Compare, contrast and criticise the goals of representational and performative knowledge in criminological practice.

### **TRANSFERABLE SKILLS**

The module will contribute to the development of the following transferable skills:

Composition and communication of oral and written arguments; interpersonal skills in small-group work; debating skills developed in deliberative seminar discussions; conceptual and analytical skills in comprehending, analysing, synthesising and evaluating arguments; equipping students with the ability to understand the practice of criminological research.

### **SYNOPSIS OF MODULE CONTENT**

The module builds on the study of research design, considered in the second year 'Theory and Method in Contemporary Criminology' module (SI0200), by examining those relationships between design, methods of data collection, strategies of data analysis and the narration of research findings that together constitute criminological practice. Having defined criminological practice in these terms, the lecture programme considers arguments over its 'scientific' and/or 'political' character. Orthodox research goals of disputing the reality of criminological problems are then

contrasted with the performative role of criminology in imagining how else these problems could, and should, be construed and acted upon. Criminological practice is examined in relation to the communication of research findings to different kinds of audience (e.g. scientific peers and students, public policy-makers, pressure groups, journalists, the general public and their elected representatives). Controversies about the 'vocation' of criminological practice are explored through reference to examples of particular research projects, discussed, where possible, by the authors of the research in question. The module advocates a sociology of criminological knowledge that challenges students to think about how, and for whom, such knowledge is produced and with what consequences.

### **METHODS OF LEARNING AND TEACHING**

A mixture of individual and group learning activities are adopted on this module. In addition to the lecture programme students will undertake work individually, in pairs and in small groups in seminars and will have the opportunity to engage in debates involving all seminar participants. All students will be expected to undertake reading and forms of self-directed learning in advance of seminars and in preparation for the submission of module assignments.

### **OPPORTUNITIES FOR FORMATIVE ASSESSMENT**

Students will receive formative feedback on group work undertaken in seminars and it is envisaged that summative feedback on the Autumn Semester assignment will also play a formative role informing students' learning on the Spring Semester lecture and seminar programmes.

### **ARRANGEMENTS FOR FEEDBACK ON WORK**

Students receive feedback on formative assessment in seminars and on summative assessment through written comments on their individual coursework.

### **METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT**

40% Coursework (Essay) 3000 words (Autumn)  
60% Coursework (Research Narrative Exercise) 4000 words (Spring)

### **INDICATIVE READING**

- Benton, T. and Craib, I. (2001) *Philosophy of Social Science*, London, Palgrave.
- Bryman, A. (2008) *Social Research Methods*, 3<sup>rd</sup> Ed., Oxford, Oxford University Press.
- Carlen, P. (Ed) (2008) *Imaginary Penalties*, Devon, Willan.
- Collins, H. M. and Evans, R. (2007) *Rethinking Expertise*, Chicago, Chicago University Press.
- King, R. D. and Wincup, E. (Eds) (2007) *Doing Research on Crime and Justice*, 2<sup>nd</sup> Ed., Oxford, Oxford University Press.
- Layder, D. (1998) *Sociological Practice*, London, Sage.
- Nelken, D. (Ed.) (1994) *The Futures of Criminology*, London, Sage.
- Sayer, A. (2000) *Realism and Social Science*, London, Sage.
- Smandych, R. (Ed.) (1999) *Governable Places: Readings on governmentality and crime control*, Aldershot, Ashgate.
- Weber, M. (1991) 'Politics as Vocation' and 'Science as Vocation', in H. H. Gerth and C. Wright Mills (Eds.) *From Max Weber: Essays in Sociology*, London, Routledge.

### **OTHER INFORMATION:**

This module is restricted to students on the single honours criminology degree scheme, for which it is a compulsory core module.

<b>MODULE TITLE:</b>	Power, Politics and Policy	<b>CODE:</b>	SI0206	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Paul Chaney	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 1.21	<b>TEL:</b>	029 20874459	<b>E-MAIL:</b>	ChaneyP@Cardiff.ac.uk

#### MODULE AIM(S)

- To develop knowledge of contemporary approaches and issues in respect of public policy
- To develop understanding of the relations between politics, governance and public policy

On completion of the module a typical student will be able to:

#### KNOWLEDGE AND COMPREHENSION

- Understand the relations between politics and public and social policy. Comprehend how policymaking can be opened-up to those outside government by reference to new governance and lobbying, consultation and the actions of policy networks
- Exhibit knowledge of the inter-relationships between public and social policy and the processes and structures of contemporary governance.
- Comprehend the nature and salience of social and democratic theory to current policy initiatives that address new social priorities.
- Display knowledge of key developments and priorities in contemporary social and public policy. Comprehend key aspects of the policy process by reference to multilevel governance and contemporary developments in policymaking in the European Union as well as in the devolved polities of the UK.

#### SKILLS (APPLICATION AND ANALYSIS)

- Demonstrate the ability to analyse social and public policy by reference to political processes and models of policymaking. Analyse ways in which contemporary governance can be adapted to facilitate participatory and inclusive policymaking that is capable of effectively addressing key social issues and priorities
- Demonstrate the ability to critically analyse and explore the inter-relationships between social and public policy and the processes and structures of contemporary governance.
- Analyse current policy initiatives by reference to: social and democratic theory and explore ways in which the production of policy is linked to the state and notions of power
- Explore and examine the effectiveness of key developments in social and public policy in relation to policy aims, implementation, and outcomes

#### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Synthesise accounts of political and social processes with the development of contemporary public and social policy. Examine ways in which contemporary governance can be adapted to facilitate participatory and inclusive policymaking that is capable of effectively addressing key social issues and priorities
- Synthesise accounts of developments in the processes and structures of governance with current social and public policy. Gain an understanding of why public policy is socially relevant and understanding the social dimension to policy
- Synthesise accounts of aspects of political and social theory with the development of contemporary social and public policy
- Apply a range of evaluation criteria to key developments in social and public policy

#### TRANSFERABLE SKILLS

Critical reading, debate, verbal presentation, critical analysis and evaluation, interdisciplinary study, the application of social and political theory to the policy process

#### SYNOPSIS OF MODULE CONTENT

**Power, Politics and Policy** is concerned with the way in which contemporary public policy is produced. The module is structured to give students an understanding of the following areas: What we mean by 'public policy'; Why public policy is relevant; Models of policymaking; The social dimension to policy, including the promotion of equality; Ways in which the production of policy is linked to the state and notions of power; How policymaking can be opened-up to those outside

government by lobbying, consultation, partnerships, and the actions of policy networks; Ways in which contemporary governance can be adapted to facilitate participatory and inclusive policymaking that is capable of effectively addressing key social issues and priorities

The module does not assume - or require - students to have prior knowledge of politics. It is primarily designed for those with an interest in policy and presents a comprehensive and contextualised account of policymaking and associated social and political processes. A range of examples is used to illustrate key aspects of the policy process, including policymaking in the EU as well as in the devolved polities of the UK. Topics include: environmentalism and the challenge to traditional policy making; international environmental governance; Social Capital and Civic Activism; New public management (NPM), third sector partnerships; and, gender and politics.

#### METHODS OF LEARNING AND TEACHING

The module is taught through a series of lectures and seminars. The seminars involve prior preparation in the form of set readings and tasks. Both lectures and seminars will be integrated and supported through additional resources provided through the 'Learning Central' platform.

#### OPPORTUNITIES FOR FORMATIVE ASSESSMENT

Students will receive feedback on their draft assessed work in a dedicated seminar(s)

#### ARRANGEMENTS FOR FEEDBACK ON WORK

Oral feedback will be given through group and individual seminars where appropriate

#### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

Written Examination (40%) 1.5 hours Autumn Semester  
Projects (60%) 4000 words Spring Semester

#### INDICATIVE READING

- Baker, S. (2006) *Sustainable Development*, London: Routledge.
- Bellamy, R. and Warleigh, A. 2001, eds. *Citizenship and Governance in the European Union*, New York: Continuum
- Chaney, P, McAllister, L. and Mackay, F. (2007) *Women, Politics and Constitutional Change*, Cardiff, University of Wales Press.
- Chaney, P. (2011) *Equality and Public Policy*, Cardiff, University of Wales Press.
- Chaney, P. (2009) *Equal Opportunities and Human Rights*, London, EHRC.
- Colebatch, H. K. (2002) *Policy* (2nd edition), Buckingham, OUP
- Dean, M. 1999, *Governmentality: Power and Rule in Modern Society*, London: Sage.
- Dryzek, J. 2000, *Deliberative Democracy and Beyond; Liberals, Critics, Contestations*, Oxford University Press.
- Hill, M. (2009) *The Public Policy Process*, fifth edition, Harlow, Pearson
- Hooghe, E. 2001, *The European Commission and the Integration of Europe: Images of Governance*, Cambridge University Press,
- Horst, F. 'How Social is European Social Policy?', *International Journal of Social Economics*, Vol. 29, no. 7, 2002.
- John, P. (1998) *Analysing Public Policy*, London, Continuum
- Kohler-Koch, B., and Eising, E. ed. 1999, *The Transformation of Governance in the European Union*, Routledge.
- Newman, J. (ed) (2001) *Modernising Governance: New Labour, Policy and Society*, London, Sage Publications
- Pateman, C. (1970), *Participation and Democratic Theory*. Cambridge: Cambridge University Press.
- Rhodes, R. A. W. (1997) *Understanding Governance*, Buckingham, Open University Press.
- Scott, J. (2001) *Power*, Bristol, Polity Press.
- Sullivan, H. and Skelcher, C. (2002) *Working Across Boundaries, Collaboration in Public services*, Basingstoke, Palgrave.

<b>MODULE TITLE:</b>	Issues in Social and Cultural Psychology	<b>CODE:</b>	SI0209	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Prof Karen Henwood	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 2.20	<b>TEL:</b>	029 20874678	<b>E-MAIL:</b>	HenwoodK@cardiff.ac.uk

### MODULE AIM(S)

Students explore a topic or research tradition within social or cultural psychology critically and in-depth. A number of specialist areas of investigation are covered, with some variation year on year, and spanning challenging theoretical domains that have longstanding and contemporary significance. Indicative areas are as follows: psychoanalytic theory; the contribution of Dewey's theoretical work to understanding habitual and routine phenomena; rhetorical, discursive and dialogical social psychology; social representations, developmental and socio-cultural approaches to gender and the body; diverse perspectives on the cultural and psychic significance and making of masculinity. The module enables students to use theory encountered on the course to develop their understanding of a topic or research tradition; sharpen their critical review skills and conceptual understanding; and appreciate the relevance of academic work to other (e.g. real world) endeavours. The course enables them to conduct inquiries into selected substantive, theoretical and methodological issues. Different approaches to, and styles of, theoretical work featured on the course will be drawn upon by students focussing in on particular intellectual projects to address conflicting and difficult ideas; students will find ways of working with such ideas in transformative and scholarly ways.

**On completion of the module a typical student will be able to:**

#### KNOWLEDGE AND COMPREHENSION

- Describe and explain theoretical approaches within social and cultural psychology so as to articulate, in carefully crafted ways, how a body of work can illuminate a particular topic or research tradition and selected substantive, theoretical and methodological issues.

#### SKILLS (APPLICATION AND ANALYSIS)

- Draw upon theory and empirical evidence to take forward an intellectual project. Be able to write critically, and with insight, about theory and research on selected cultural and social psychological topics and traditions. Show skills of scholarship and synthesis in writing purposively about theoretical ideas and different forms of evidence.

#### UNDERSTANDING (SYNTHESIS AND EVALUATION)

- Be able to a) discuss and evaluate intellectual projects conducted within social and cultural psychology and b) distil and integrate knowledge from within and/or between different theoretical traditions, using this to build understanding and explanation of key topics and inquiry traditions.

#### TRANSFERABLE SKILLS

The module will contribute to the following transferable skills: critical thinking and writing through the examination and presentation of theoretical ideas and different forms of research evidence; assessment of the challenges posed when undertaking research work and intellectual scholarship – including how to evaluate its relevance and impact; purposive development of knowledge and understanding through independent and collaborative working.

### SYNOPSIS OF MODULE CONTENT

Students will be asked to consider topics and research traditions within social and cultural psychology in domains that are theoretically developed, intellectually challenging, and that have longstanding and contemporary significance. Indicative content areas they will encounter are: psychoanalytic theory, Dewey's theoretical work as a contribution to understanding habitual and routine phenomena; rhetorical, discursive and dialogical social psychology; social representations, developmental and socio-cultural approaches to gender and the body; diverse perspectives on the cultural and psychic significance and making of masculinity. Intensive engagement with intellectual projects within these domains will enable students to undertake inquiries into questions informed by theories and research evidence in social and cultural psychology and cognate fields and disciplines.

#### METHODS OF LEARNING AND TEACHING

Literature searching, critical review and other advanced scholarship and writing tasks. Each student will embark upon a prolonged period of guided reading, writing, discussion and presentation with guidance from an academic member of staff. General purpose lectures will give an orientation to what is expected of students throughout the course.

#### ARRANGEMENTS FOR FEEDBACK ON WORK

Written and oral feedback will be given on work assessed at the end of the first semester.

#### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

Written Examination 40% 1 Hour 30 Minutes (Autumn Semester)  
Coursework (essays) 60% 4000 words (Spring Semester)

#### INDICATIVE READING

Henriques, J., Hollway, W., Urwin, C., Venn, C. and Walkerdine, V. (1984) *Changing the subject: Psychology, social regulation and subjectivity*. London, Routledge, 1998.  
Potter, J. and Wetherell, M. (1985) *Discourse and social psychology: Beyond Attitudes and Behaviour*, London: Sage  
Hollway, W., Lucey, H and Phoenix, P. (eds) (2007) *Social Psychology Matters* Maidenhead: Open University Press.  
Squire, C. (ed) (2000) *Culture in Psychology*, London: Routledge

#### OTHER INFORMATION:

This module is compulsory for the BSc Social Sciences BPS route. It is a core optional module for the BPS route in the BA Education degree. Please note that this is an advanced module which assumes prior knowledge of social psychology and students are strongly advised only to choose this module if they have completed SI0172 at level one and SI0038 at level two.

<b>MODULE TITLE:</b>	Language and the Mind	<b>CODE:</b>	SI0218	<b>SEMESTER()</b>	Both
<b>MODULE LEADER:</b>	Dr Steven Stanley	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>		Room 2.28	<b>TEL:</b>	029 20874853	<b>E-MAIL:</b> StanleyS1@cardiff.ac.uk

### MODULE AIMS

**On completion of the module a typical student will be able to:**

#### KNOWLEDGE AND COMPREHENSION

Display advanced knowledge of theory and empirical studies within and beyond cognitive, affective and social neuroscience.

#### SKILLS (APPLICATION AND ANALYSIS)

Demonstrate how theory and empirical research in cognitive and biological psychology can be critically evaluated in relation to relevant social science research.

#### UNDERSTANDING (SYNTHESIS AND EVALUATION)

Understand and evaluate the influence of paradigm (ontology, epistemology), methodology, technology, discipline, culture, historical location and politics on the conduct and findings of cognitive and biological psychology.

#### TRANSFERABLE SKILLS

Ability to use computer based learning systems; perform scholarship; write in an academic style; develop accurate citation practices; synthesise theory and research evidence; structure clear arguments with supporting evidence; evaluate theory, research and evidence.

#### SYNOPSIS OF MODULE CONTENT

Core BPS syllabus content in cognitive psychology and biological psychology is presented and evaluated in a social science context, with attention to historical and cultural context. We encourage advanced interdisciplinary engagement with current topics in cognitive, social and affective neuroscience. We explore debates about cognition, affect and embodiment from a variety of theoretical and empirical perspectives. Selected BPS syllabus topics will be engaged not only as cognitive, affective or neuropsychological processes existing within individual mind-brains, but also as social practices to be understood interactionally, culturally and historically. Topics will vary each year but may include language, mind, cognition, sensation, perception (including vision and colour perception), feeling, emotion, empathy, self, consciousness, brain localisation and lesions, animal cognition, artificial intelligence, neuropsychological 'disorders'. We may discuss: metaphors of the person, self and subjectivity within cognitive and biological psychology; embodied or enactive cognition in relation to computational and connectionist models; studies of situated cognition in ethnomethodological sociology; debates about representationalism; the study of 'consciousness' in the history of psychology (from introspection to neural correlates); the role of paradigms (ontology, epistemology), methodologies and technologies in cognitive neuroscientific theory and practice.

#### METHODS OF LEARNING AND TEACHING

Weekly lectures (22) and fortnightly seminars (8) supplemented by independent study.

#### METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT

2 hour seen examination (50%) (Autumn).  
3,500 word coursework essay (50%) (Spring).

### INDICATIVE READING

- Aitchison, J. (1996). *The Seeds of Speech: Language Origin and Evolution*. Cambridge: Cambridge University Press.
- Bennett, M.R. and Hacker, P.M.S. (2003) *Philosophical Foundations of Neuroscience*. Oxford, Blackwells.
- Button, G., Lee, J. and Coulter, J. (1996). *Computers, Minds, and Conduct*. London: Blackwell.
- Carlson, N. R. (2007). *Physiology of Behaviour* (9<sup>th</sup> Edition). Boston: Allyn & Bacon.
- Corr, P. (2006). *Understanding Biological Psychology*. London: Wiley - Blackwell.
- Coulter, J. (1979). *The Social Construction of Mind: Studies in Ethnomethodology and Linguistic Philosophy*. London: Macmillan.
- Coulter, J. (1989). *Mind in Action*. Cambridge: Polity.
- Coulter, J. (1991). Cognition: cognition in an ethnomethodological mode. In G. Button (Ed.) *Ethnomethodology in the Human Sciences*. Cambridge: Cambridge University Press.
- Coulter, J. and Sharrock, W. (2007). *Brain, Mind and Human Behavior in Contemporary Cognitive Science: Critical Assessments of the Philosophy of Psychology*. Lewiston, NY: Edwin Mellen Press.
- Cromby, J. (2004). Between constructionism and neuroscience: the societal co-constitution of embodied subjectivity. *Theory & Psychology*, 14 (6), 797 – 821.
- Cromby, J. (2007). Integrating social science with neuroscience: potentials and problems. *Biosocieties*, 2, 149 – 169.
- Damasio, A. (1994). *Descartes' Error: Emotion, Reason, and the Human Brain*. New York: Quill.
- Damasio, A. (2000). *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. London: Heinemann.
- Damasio, A. (2003). *Looking for Spinoza: Joy, Sorrow, and the Feeling Brain*. London: Heinemann.
- Edwards, D. (1997). *Discourse and Cognition*. London: Sage.
- Engestrom, Y. and Middleton, D. (Eds.) (1996). *Cognition and Communication at Work*. Cambridge: Cambridge University Press.
- Gigenrenzer, G. and Goldstein, D. G. (1996). Mind as computer: birth of a metaphor. *Creativity Research Journal*, 9 (2 & 3), 131 – 144.
- Goodwin, C. (1994). Professional vision. *American Anthropologist*, 96 (3), 606 – 633.
- Goodwin, C. (1995). Seeing in depth. *Social Studies of Science*, 25 (2), 237 – 274.
- Goodwin, C. (2000). Action and embodiment within situated human interaction. *Journal of Pragmatics*, 32 (10), 1489 – 1522.
- Goodwin, C. (Ed.) (2003). *Conversation and Brain Damage*. Oxford: Oxford University Press.
- Harre, R. (2002). *Cognitive Science: A Philosophical Introduction*. London: Sage. [Electronic Resource].
- Kolb, B. & Whishaw, I. Q. (2003). *Fundamentals of Human Neuropsychology* (5<sup>th</sup> Edition). New York: Freeman.
- Jackendoff, R. (1994). *Patterns in the Mind: Language and Human Nature*. New York: Basic Books.
- James, W. (1890). *Principles of Psychology* (2 Volumes). London: Harvard University Press.
- Johnson, M. (1987). *Body in the Mind: The Bodily Basis of Meaning, Imagination and Reason*. London: University of Chicago Press.
- Lakoff, G. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. London: University of Chicago Press.
- Panksepp, J. (1998). *Affective Neuroscience: The Foundations of Human and Animal Emotions*. New York: Oxford University Press.
- Tomasello, M. (1999). *The Cultural Origins of Human Cognition*. Cambridge, MA: Harvard University Press.
- Te Molder, H. and Potter, J. (Eds.) (2005). *Conversation and Cognition*. Cambridge: Cambridge University Press.
- Varela, F. J., Thompson, E. and Rosch, E. (1991). *The Embodied Mind: Cognitive Science and Human Experience*. London: MIT Press.
- Workman, L & Reader, W (2008). *Evolutionary Psychology: An Introduction*. Cambridge University Press.

### OTHER INFORMATION

Taught by Dr Michael Arribas-Ayllon and Dr Steven Stanley. It is a compulsory core requirement for students pursuing BPS routes through BA Education and BSc Social Science degree schemes. It is *strongly recommended* that you have completed SI0219 Learning, Biology and Cognition before taking this module.

<b>MODULE TITLE:</b>	Equality and Diversity in Education and Work	<b>CODE:</b>	SI0220	<b>SEMESTER()</b>	Both
<b>MODULE LEADER:</b>	Dr Dean Stroud	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>	Room 2.39	<b>TEL:</b>	029 20874000 x77406	<b>E-MAIL:</b>	StroudDA1@cardiff.ac.uk

### **MODULE AIM(S)**

To develop a critical understanding of issues of equality and diversity in a variety of education, training and work settings. The module aims to draw on a range of critical perspectives to explore the interconnections between gender, race, class, disability, sexuality and educational, training and workplace experiences and outcomes.

**On completion of the module a typical student will be able to:**

### **KNOWLEDGE AND COMPREHENSION**

- Describe the ways in which education, training and workplace based learning experiences are shaped by background.
- Identify current debates and theoretical work around equality and diversity in compulsory and post-compulsory phases of education, including in the workplace.
- Explain the interconnections between class, gender, race, disability, sexuality and the experiences of education and work.

### **SKILLS (APPLICATION AND ANALYSIS)**

- Examine a range of theoretical/educational perspectives, and apply these to educational settings and experiences.
- Compare and interpret a range of empirical data on the gendered, sexualized, classed and racialized dimensions of education, training and work.
- Examine empirical findings and apply theoretical perspectives in order to understand their own learning experiences.

### **UNDERSTANDING (SYNTHESIS AND EVALUATION)**

- Evaluate and critique different conceptualizations of equality and equal opportunities.
- Assess policies and initiatives aimed at promoting equality (and learning) within education and work arenas.
- Evaluate the impact of different critical perspectives on the policy and practice of education, training and (learning at) work.

### **TRANSFERABLE SKILLS**

The module will contribute to the development of the following transferable skills:

Synthesis and (oral) presentation skills, essay and report writing, critical reading, interpreting empirical data, team working.

### **SYNOPSIS OF MODULE CONTENT**

The module places particular emphasis on describing, explaining and understanding the ways in which experiences of education and work are mediated by gender, disability, class, race and sexuality.

The module will cover the following: conceptualizing equal opportunities; different dimensions of equality; equal opportunities policies, practices and projects in education and work arenas; educational and sociological theory and scholarship; masculinities, femininities and sexualities in education; equality issues in teaching, learning and the workplace; current debates on equality and diversity in educational and workplace settings; challenges and changes in education and work.

### **METHODS OF LEARNING AND TEACHING**

Lectures  
Small group seminars  
Group assignment and presentation

### **OPPORTUNITIES FOR FORMATIVE ASSESSMENT**

A seminar based formative assessment is run across both semesters, which includes a seminar based assignment and presentation.

### **ARRANGEMENTS FOR FEEDBACK ON WORK**

Written feedback on essays and formative assessment; including presentations; oral feedback to the class on the exam; oral feedback on seminar preparation.

### **METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT**

Written Examination 40% 1 hour (Autumn)  
Coursework (essays) 60% 4000 words (Spring)

### **INDICATIVE READING**

Acker, J. (2006) Inequality Regimes: Gender, Class and Race in Organisations, *Gender and Society*, 20, 4, 441-464

Armstrong, D. (2005) 'Reinventing 'inclusion': New Labour and the cultural politics of special education', *Oxford Review of Education*, 31:1, 135-151

Bagilhole, B. (1997) *Equal Opportunities and Social Policy: Issues of Gender, Race and Disability*. London: Longman,

Bagley, C. (2006) School Choice and Competition: A Public - Market in Education Revisited *Oxford Review of Education*, vol. 32, no. 3, p. 347-362,

Bhattacharyya, G., Ison, L. and Blair, M. (2004) *Minority Ethnic Attainment and Participation in Education and Training: The Evidence*, London, DfES.

Cole, M. (ed) (2006) *Education, equality & human rights: issues of gender, 'race', sexuality, disability and social class*, 2nd ed., London : New York : Routledge, Department for Education and Skills (2006) *Exclusion of Black Pupils: Priority Review Getting it. Getting it right*, London, DfES

Francis, B. (2006) Heroes or Zeroes? The construction of the boys' achievement debate within neo-liberal policy discourse, *Journal of Education Policy*, 21, 187-199.

Hodkinson, P. and Sparkes, A. (1997). Careership: a sociological theory of career decision making. *British Journal of Sociology of Education*, 18, 1, 29-44.

Lloyd, C. and Mayhew, K. (2010) 'Skill: the solution to low wage work', *Industrial Relations Journal* 41(5)429-445

McIlroy, J. (2008) 'Ten years of New Labour: Workplace learning, social partnership and union revitalization in Britain', *British Journal of Industrial Relations*, 46:2, 283-313.

Parker-Jenkins, M. (2002) "Equal Access to State Funding: the case of Muslim schools in Britain, in *Race Ethnicity and Education*, Vol. 5, No. 3, 2002.

Rees, T. (1999) *Women and Work: 25 Years of Gender Equality in Wales*, Cardiff: University of Wales Press

Renold, E. (2005) "Presumed Innocence: young children, sexualities and schooling, in *Girls, Boys and Junior Sexualities: Exploring Children's Constructions of Gender and Sexuality in the Primary School*. London: Routledge.

### **OTHER INFORMATION**

This module is particularly relevant for students studying education, sociology and social policy.

<b>MODULE TITLE:</b>	Identity and Individual Differences	<b>CODE:</b>	SI0232	<b>SEMESTER(S)</b>	Both
<b>MODULE LEADER:</b>	Dr Raya Jones	<b>CREDITS:</b>	20	<b>LEVEL:</b>	3
<b>CONTACT DETAILS</b>		Room 1.12	<b>TEL:</b>	029 20875350	<b>E-MAIL:</b> JonesRA9@Cardiff.ac.uk

### **MODULE AIM(S)**

This module aims to develop understanding of the psychology of individual differences (such as personality, self-concept, and intelligence) with particular attention to identity construction, subjectivity and intersubjectivity in contexts of modernity and social change.

**On completion of the module a typical student will be able to:**

#### **KNOWLEDGE AND COMPREHENSION**

- Demonstrate knowledge of principles, key concepts, and theoretical approaches to the psychology of personality.
- Demonstrate knowledge of principles, key concepts, and theoretical approaches to the contemporary understanding of identity.

#### **SKILLS (APPLICATION AND ANALYSIS)**

- Read primary sources in the study of the person and the field of individual differences.
- Discuss relationships between arguments and empirical evidence relevant to the topics of this module.

#### **UNDERSTANDING (SYNTHESIS AND EVALUATION)**

- Compare and contrast alternative theoretical positions in personality studies.
- Demonstrate understanding of the contribution of research to theories of identity formation.
- Demonstrate understanding of the contribution of research evidence to debates about the nature of intelligence.

#### **TRANSFERABLE SKILLS**

The module will contribute to the development of the following transferable skills: Communication and presentation of oral and written arguments; the interpretation and presentation of numerical information; interpersonal skills in small-group workshop activities.

#### **SYNOPSIS OF MODULE CONTENT**

The module evaluates a range of perspectives, including social-cognitive, social constructionist, psychosocial, narrative and dialogical approaches to personality, self, and identity. It also considers biological and other explanations of individual differences in personality and intelligence.

#### **METHODS OF LEARNING AND TEACHING**

The teaching is through weekly lectures and fortnightly seminars. The seminars will provide an opportunity for in-depth discussions of relevant research in small groups. Coursework and examination will provide students with the opportunity for further exploring some issues.

#### **ARRANGEMENTS FOR FEEDBACK ON WORK**

Written and oral feedback will be given on work assessed at the end of the first semester.

#### **METHOD(S) AND WEIGHTING OF SUMMATIVE ASSESSMENT**

Coursework (essays) 50% 3500 words (Autumn)  
Written Examination (seen) 50% 2 hours (Spring)

#### **INDICATIVE READING**

McAdams, D. P. & Olson, B. D. (2010) 'Personality development: continuity and change over the life course' *Annual Review of Psychology* 61, 517–42

#### **OTHER INFORMATION:**

This module is compulsory for the British Psychological Society recognised Psychology of Education route through the degree. This accreditation allows graduates to proceed to further professional training or research in Psychology.

It is recommended that you have completed SI0219 or SI0036 or SI0038.

## Module Choices for 2011/12

Please make a note of your module choices here.

	<b>Module Code</b>	<b>Module Title</b>
1.		
2.		
3.		
4.		
5.		
6.		

**NOTES:**

# CARDIFF SCHOOL OF SOCIAL SCIENCES



## LECTURE / SEMINAR TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00-9.50					
10.00-10.50					
11.10-12.00					
12.10-1.00					
1.10-2.00					
2.10-3.00					
3.10-4.00					
4.10-5.00					