

Undergraduate Certificate in Social Sciences

2017-2018

Course code: 1718CCR110

COURSE GUIDE

Welcome to the **Undergraduate Certificate in Social Sciences**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The **Undergraduate Certificate in Social Sciences** aims to provide students with a disciplinary-based introduction to Sociology, Politics and Psychology. It seeks to promote understanding of the conceptual, methodological and theoretical foundations of Sociology, Politics and Psychology by critically assessing research evidence related to social life in modern societies. The Certificate also identifies continuities and discontinuities between these disciplines to promote knowledge and understanding of concepts, methodologies and theories in the human, social and political sciences.

The Certificate is open to everyone regardless of previous educational experience, but it may be of particular interest to:

- professionals engaged in the employment fields of teaching, youth work, community work and work in the voluntary sector;
- professionals employed in the fields of support work, social work or counselling;
- people with a general interest in the social sciences as research and explanatory systems distinct from 'common sense', social commentary and journalism.

The course aims are to:

- introduce students to the key concepts, methods of analysis and theories of Sociology, Politics and Psychology;
- promote knowledge and understanding of the interplay of issues of identity, institutional situations and societal locations in the reproduction and transformation of behaviour in modern societies;
- enable students to identify and explore continuities and discontinuities in the approaches of psychologists, sociologists and political scientists;
- promote critical thinking, including the skills of applying, interpreting and evaluating evidence, as a means of fostering independent thinking and the ability to construct a scholarly argument based upon appropriate judgements about evidence;
- provide students with opportunities for progression to further studies in the area of the social sciences.

Transferable skills for further study and employability

- The capacity for independent thought and judgement.
- The development of independent learning, study and time management skills.
- The deployment of skills in critical reasoning.
- The development of competence in using IT to support one's work.
- The ability to work with others, productively and equitably.
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study.

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

1. The Quality Assurance Agency for Higher Education (2009) 'Academic credit in higher education in England – an introduction'.

Teaching staff

Course Director:

Dr Nigel Kettley is University Senior Lecturer and ICE's Academic Director for Education and Social Science. Nigel has had a wide ranging teaching and research career in the fields of sociology, educational studies, research methods and teacher training. Before joining ICE in 2007, he was a Research Associate in the Faculty of Education, University of Cambridge, and earlier still a PhD student at Wolfson College. He is an active researcher in the areas of widening participation, educational attainment and lifelong learning with a particular focus on issues of gender, social stratification and educational practice. In addition, he has a long standing research interest in the patterns and causes of juvenile delinquency, crime and deviant behaviour with a specific focus on gender and social class differences. Nigel teaches on a variety of courses for the Institute, supervises Master's and PhD students, and runs the MSt in Advanced Subject Teaching. His main published works are *Educational Attainment and Society* (2007, London: Continuum) and *Theory Building in Educational Research* (2012, London, Continuum). He is also a member of the editorial advisory board of the *British Journal of Sociology of Education*.

Tutors:

Carina O'Reilly teaches politics, sociology and social policy at undergraduate level, and has developed a Master's degree in International Relations at Anglia Ruskin University. She is also engaged in doctoral research on legitimacy, accountability and local policing. Carina has a Master's degree from Cambridge University in Social and Political Sciences and also holds a Master's in Strategic Studies from the University of Wales, Aberystwyth. She recently left IHS Jane's after seven years as a writer, editor and senior analyst. She is a specialist on politics, policing and security issues in Europe. She is also Deputy Leader of Cambridge City Council.

Administrative staff

Academic Programme Manager: Susan Brignell, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge CB23 8AQ, 01223 760862. sab67@cam.ac.uk

Programme Administrator: Latona Sewell, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge CB23 8AQ, 01223 746408. Latona.sewell@cam.ac.uk

Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: www.madingleyhall.co.uk/contact-us/how-to-find-us.

Contact details of ICE

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Madingley Hall
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Cambridge
CB23 8AQ
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Please also refer to the 'information for students' section on our website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the 16/17 Student Handbook for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 08 September 2017

Syllabus for Unit A
Michaelmas term 2017

Sociology: The individual, institutions and society

Start date:	29 September 2017	End date:	1 December 2017
Day:	Friday	Time:	9.15am – 5.45pm
Tutor:	Dr Nigel Kettley	No of meetings:	4 x Friday day schools 29 September 2017 20 October 2017 10 November 2017 1 December 2017

Venue: Madingley Hall, Madingley Cambridge, CB23 8AQ

Aims

This unit has four interconnected aims:

1. to introduce students to the concepts, methods and theories of sociology which provide a systematic and critical framework for understanding modern social life and societies;
2. to outline and assess central debates concerning the formation and transformation of modern societies by examining the key theoretical and methodological ideas of Émile Durkheim, Karl Marx and Max Weber;
3. to promote students' knowledge and critical understanding of sociological methods and theories as they have been developed in the twentieth century and beyond;
4. to outline and evaluate sociological approaches to the major institutions of modern societies, including the family, education and wider systems of inequality (gender, ethnicity and social class), as a mechanism to foster 'the sociological imagination'.

Content

This unit provides an introduction to the key concepts, theories and methods of sociology which have been used to explore the relationship between the individual, institutions and society. The unit begins with a consideration of the core concepts of sociology (for example the self, consensus, conflict, social class and social change) and proceeds to analyse the theoretical and methodological foundations of the discipline by comparing the 'classical' ideas of Durkheim, Marx and Weber. Developments in sociological theory in the twentieth and twenty-first centuries are then explored by evaluating 'modern' approaches to society including structural functionalism, neo-Marxism(s), varieties of interpretive sociology (for example symbolic interactionism) and feminism(s). We will also examine developments in quantitative, qualitative and mixed methods research over time. These themes are then explored, in the remainder of the unit, by studying three substantive issues in contemporary social life: the study of childhood and the family; the

analysis of educational change and inequalities; and the analysis of patterns of social differentiation and inequality (gender, ethnicity and social class). The unit seeks to highlight the interplay of biographical, institutional and social experiences in the reproduction and transformation of social life in modern societies.

Presentation of the unit

This unit will be delivered through 4 day schools, totalling 28 hours of teaching and learning, with the provision of online resources through the ICE VLE. Teaching and learning for the unit will be delivered through a combination of formal presentations by the tutor, a range of interactive and participatory methods of teaching and learning, and through reading and tasks to be undertaken individually by students outside the unit sessions. Such interactive and participatory methods of teaching and learning may include small and whole group exercises, projects, case studies, structured seminar discussions, readings set through the VLE and oral presentations. Students are expected to participate actively in both face-to-face sessions at the day schools and to fully engage in learning opportunities available on the VLE.

Course Structure

Session 1: The origins of sociology: concepts, 'classical' theories and methods (Day School 29 September 2017)

In this session, we will examine the origins of sociology and its historical context to map the core concepts (such as the self, consensus, conflict, social class and social change) which constitute the enduring interests of scholars in the discipline. In particular, the key ideas of central thinkers in the discipline – Émile Durkheim, Karl Marx and Max Weber – will be outlined and critically assessed to develop students' understanding of the foundations of sociology. Having explored key ideas in these theories of modernity (including the division of labour and social consensus, the theory of surplus value and social conflict, and market capacities and situations in industrial societies) we will then proceed to evaluate the positivist and quantitative method that shaped much 'classical' sociology. These classical theorists laid the foundation for contemporary analyses of modern institutions (including childhood and the family, education and broader social inequalities like gender, ethnicity and social class) which are analysed in Sessions 3 and 4.

Session 2: The development of sociology: concepts, 'modern' theories and methods (Day School 20 October 2017)

Societies are not static entities, nor is sociology. In this session, we will examine the development of sociological theory and method in the twentieth century and beyond. Having provided a critique of 'classical' theory in Session 1, we will proceed to explore the proliferation and fragmentation of sociological thinking by examining: the rise (and demise) of structural functionalism; the growth and application of so-called action or interpretive theories (symbolic interactionism, phenomenology and ethnomethodology); the development of neo-Marxist and feminist theories; and the expansion of postmodernism in sociology. This analysis of academic change will be placed in the context of key historical developments in the twentieth century and illustrated by reference to empirical research. Developments in sociological methods – specifically the expansion of qualitative and mixed methods research strategies – will be assessed as a prelude to our analysis of the substantive topics of childhood and the family, education and broader social inequalities.

Session 3: The life course and social institutions: childhood, the family and education (Day School 10 November 2017)

The purpose of sociology is to explain patterns of social formation, behaviour and change. In this session, we begin our analysis of key aspects of the life course and social institutions in modern societies. Specifically, the unit will explore scholarly debates and research related to: the social

construction of childhood; crisis accounts of childhood in modern societies; the changing nature of gender roles, the family and household arrangements (evidence, explanations and policy implications); the changing nature of educational provision, inequalities in patterns of educational attainment by gender, ethnicity and social class, and the social policy implications of such research evidence. A focus of the session will be the link between research agendas, the quality of research strategies and evidence, and the adequacy of explanations for the development of policy. In short, 'Just how effective, if at all, has sociological research and theory been for promoting social justice?'

Session 4: Social inequalities and 'reproduction': gender, ethnicity and social class (Day School 1 December 2017)

The degree of social change – that is the extent of social reproduction and/or transformation - constitutes a central concern of sociologists both past and present. In this final session, we will: define the major forms of social inequality (gender, ethnicity and social class) in modern societies; examine how inequalities are measured and analysed; assess empirical evidence related to changing patterns of inequality (for example changes in the gender gap in pay levels and the extent of social mobility in society over time); and evaluate the contemporary explanations and theories sociologists have developed to account for stability (and change) in patterns of social inequality. In so doing, the session seeks to revisit the debate on research agendas, evidence and the quality of explanations to assess the utility of sociology for social policy. It will also highlight the current condition of contemporary sociology (a mode of analysis in decline?) and conclude with a broader reflection on the changing nature of institutions in an age of austerity and globalisation.

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. demonstrate a comprehensive knowledge and understanding of the key concepts and theories of sociology (including classical, modern and contemporary theory);
2. demonstrate an ability to interpret, assess and evaluate sociological research evidence, making informed comparisons between competing sources of data, as a means of constructing an informed and sound academic argument;
3. assess and evaluate sociological explanations and theories of social life particularly in relation to the institutions covered in this unit of the Certificate (the family, education and broader social inequalities (gender, ethnicity and social class));
4. synthesise empirical and theoretical evidence drawn from disparate sources to construct a scholarly argument in response to pre-established tasks and essay questions.

Student assignments

The Certificate in Social Sciences is an FHEQ Level 4 qualification, equivalent to first-year undergraduate level, and it requires a commitment to extensive reading and pre-class preparation.

Students are required to produce two essays for this unit which assess the learning outcomes identified above.

Essay plans may be submitted to the Tutor, through the VLE, for initial guidance on constructing an analysis and argument. Students are required to submit their final essays through the ICE VLE and feedback is provided online. Equal weighting will be given to both essays. Students will receive an assignment grade for each essay (after moderation) and an overall course grade upon completion of the Certificate in Social Sciences.

Students are required to select **one essay** from each of the following lists:

1. Classical and modern approaches to sociological theory and method
 - a. What major historical events shaped sociology as a discipline? How and why?
 - b. What are the evils of capitalism for Marx and how are they to be resolved in the future?
 - c. Is the use of biological metaphors by Durkheim to explain society inherently conservative?
 - d. What, according to Weber, is the role of the Predestination doctrine in the development of modern capitalism? Critically assess this argument.
 - e. Durkheim maintains that the task of the sociologist is to study 'social facts'. What are social facts and what problems arise from conceptualising of sociology as a science?
 - f. Critically assess the contribution of structural functionalism to our understanding of **either** social stratification **or** education.
 - g. What central concepts and questions guide the symbolic interactionist perspective in sociology? What are the major shortcomings of this approach to social life?

- The total word count for the first essay should be no less than 1,500 words and no more than 2,000 words

*Closing date for the submission of the first essay is: **Thursday 2 November 2017 by 12.00 UTC/GMT****

**Co-ordinated Universal Time / Greenwich Mean Time*

2. Social institutions and inequalities in modern societies
 - a. Critically assess the claims that: 1) childhood is socially constructed; **and** 2) contemporary childhood is in a state of crisis.
 - b. Critically evaluate Marxist and feminist approaches to the role of the family in modern society.
 - c. What is the difference between sex and gender? Outline the key elements of a sociological account of gender.
 - d. How have sociologists attempted to explain **either** gender, ethnic **or** social class differences in educational attainment?
 - e. How have sociologists tried to explain **either** persistent gender **or** persistent ethnic inequalities in paid employment?
 - f. Why have studies of social mobility generated so much debate and disagreement among sociologists?
 - g. Does mixed methods research resolve the quantitative/qualitative divide in sociology?

- The total word count for the second essay should be no less than 1,500 words and no more than 2,000 words

*Closing date for the submission of the second essay is: **Thursday 4 January 2018 by 12.00 UTC/GMT****

**Co-ordinated Universal Time / Greenwich Mean Time*

If students wish to create their own essay questions, this must be agreed in writing with the Tutor first.

Reading and resource list

Students are expected to read the core texts for each session. Optional texts are also listed for students interested in further reading related to a particular session.

Session 1: The origins of sociology: concepts, 'classical' theories and methods

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Aaron, R.	2009	<i>Main Currents in Sociological Thought. Volumes 1 and 2. Third printing.</i>	New Brunswick, NJ: Transaction Publishers.
Baert, P.	2005	<i>Philosophy of the Social Sciences: Towards Pragmatism. (Chapters 1 and 2)</i>	Cambridge: Polity.
Baert, P. and da Silva, F. C.	2010	<i>Social Theory in the Twentieth Century and Beyond. (Chapters 1, 2, 3 and 9)</i>	Cambridge: Polity Press.
Giddens, A.	1986	<i>Sociology: A Brief but Critical Introduction. Second Edition.</i>	Basingstoke and London: Macmillan.
Gilbert, N. (ed.)	1998	<i>Researching Social Life.</i>	London: Sage.
Morrison, K.	2003	<i>Marx, Durkheim and Weber.</i>	London: Sage.
Swingewood, A.	2000	<i>A Short History of Sociological Thought. Third Edition.</i>	London: Palgrave Macmillan.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Allen, K.	2011	<i>Marx and the Alternative to Capitalism.</i>	London: Pluto.
Bendix, R.	1998	<i>Max Weber: An Intellectual Portrait.</i>	London: Routledge.
Bryman, A. and Cramer, D.	1995	<i>Quantitative Data Analysis for Social Theorists. Revised Edition.</i>	London: Routledge.

Kasler, D.	1988	<i>Max Weber: An Introduction to his Life and Work.</i>	Cambridge: Polity.
Lukes, S.	1973	<i>Emile Durkheim: His Life and Work.</i>	London: Allen Lane.
Nisbet, R.	1974	<i>The Sociology of Emile Durkheim.</i>	London: Oxford University Press.
Parkin, F.	1992	<i>Durkheim.</i>	Oxford: Oxford University Press.
Turner, B.	1999	<i>Classical Sociology.</i>	London: Sage.
Wolff, J.	2002	<i>Why read Marx Today?</i>	Oxford: Oxford University Press.

Session 2: The development of sociology: concepts, 'modern' theories and methods

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Abraham, M. F.	1982	<i>Modern Sociological Theory: An Introduction.</i>	Oxford: Oxford University Press.
Calhoun, C., Gerteis, J., Moody, J., Pfaff, S. and Virk, I.	2012	<i>Contemporary Sociological Theory. Third Edition.</i>	Chichester: Wiley-Blackwell.
Craib, I.	1992	<i>Modern Social Theory.</i>	London: Palgrave Macmillan.
Elliott, A.	2009	<i>Contemporary Social Theory: An Introduction.</i>	Abingdon: Routledge.
Harrington, A.	2005	<i>Modern Social Theory: An Introduction.</i>	Oxford: Oxford University Press.
Johnson, T., Dandeker, C. and Ashworth, C.	1984	<i>The Structure of Social Theory.</i>	London: Macmillan.
Swingewood, A.	2000	<i>A Short History of Sociological Thought. Third Edition</i>	London: Palgrave Macmillan.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Abbott, P., Wallace, C. and Tyler, M.	2005	<i>An Introduction to Sociology: Feminist Perspectives. Third Edition.</i>	London: Routledge.
Bourdieu, P.	1984	<i>Distinction: A Social Critique of the Judgement of Taste.</i>	London: Routledge and Kegan Paul.
Creswell, J. W.	1994	<i>Research Design:</i>	Thousand Oaks, CA:

		<i>Qualitative and Quantitative Approaches.</i>	Sage.
Denzin, N. K. and Lincoln, Y. S.	1998 (eds.)	<i>Collecting and Interpreting Qualitative Materials.</i>	London: Sage.
Donovan, J.	2006	<i>Feminist Theory: The Intellectual Traditions. Third Edition.</i>	London: Continuum.
Goldthorpe, J. H.	2000	<i>On Sociology: Numbers, Narratives, and the Integration of Research and Theory.</i>	Oxford: Oxford University Press.
Gorard, S. and Taylor, C.	2004	<i>Combining Methods in Educational and Social Research.</i>	London: Open University Press.
Holmwood, J. and Stewart, A.	1991	<i>Explanation and Social Theory.</i>	London: Macmillan.
Kettley, N. C.	2012	<i>Theory Building in Educational Research.</i>	London: Continuum.
Tashakkori, A. and Teddlie, C.	2003	'Major issues and controversies in the use of mixed methods in the social and behavioral sciences', in A. Tashakkori and C. Teddlie (eds.), <i>Handbook of Mixed Methods in Social and Behavioral Research.</i>	London: Sage, pp. 3–50.

Session 3: The life course and social institutions: childhood, the family and education

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Archard, D.	2004	<i>Children, Rights and Childhood. Second Edition.</i>	Abingdon, Oxon: Routledge.
Aries, P.	1962	<i>Centuries of Childhood: A Social History of Family Life.</i>	New York: Vintage Books.
Arnot, M., David, M. and Weiner, G.	1999	<i>Closing the Gender Gap: Postwar Education and Social Change.</i>	Cambridge: Polity Press.
Chamber, D.	2012	<i>A Sociology of Family Life:</i>	Cambridge: Polity Press.

		<i>Change and Diversity in Intimate Relations.</i>	
Francis, B.	2000	<i>Boys, Girls and Achievement: Addressing the Classroom Issues.</i>	London: Routledge/Falmer.
Gillborn, D. and Mirza, H. S.	2000	<i>Mapping Race, Class and Gender: A Synthesis of Research.</i>	London: Office for Standards in Education (Ofsted).
Kettley, N. C.	2007	<i>Educational Attainment and Society.</i>	London: Continuum.
Newman, D. M. and Grauerholz, L.	2002	<i>Sociology of Families. Second Edition</i>	London: Sage.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Allan, G.	1999	<i>The Sociology of the Family: A Reader.</i>	Oxford: Blackwell Publishing.
Finch, J. and Mason, J.	1993	<i>Negotiating Family Responsibilities.</i>	London: Tavistock/Routledge.
Giroux, H. A.	2000	<i>Stealing Innocence: Corporate Culture's War on Children.</i>	New York: Palgrave.
Gittins, D.	1993	<i>The Family in Question: Changing Households and Familial Ideologies.</i>	Basingstoke: Macmillan.
Gorard, S.	2000	<i>Education and Social Justice: The Changing Composition of Schools and its Implications.</i>	Cardiff: University of Wales Press.
Mac an Ghail, M.	1994	<i>The Making of Men: Masculinities, Sexualities and Schooling.</i>	Buckingham: Open University Press.
Noble, C. and Bradford, W.	2000	<i>Getting it Right for Boys....and Girls.</i>	London: Routledge.
Postman, N.	1983	<i>The Disappearance of Childhood.</i>	New York: Vintage Books.
Shahar, S.	1990	<i>Childhood in the Middle Ages.</i>	London: Routledge.
Winn, M.	1984	<i>Children without Childhood: Growing Up Too Fast in the World of Sex and Drugs.</i>	Hammondsworth: Penguin.

Session 4: Social inequalities and 'reproduction': gender, ethnicity and social class

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Connell, R. W.	1987	<i>Gender and Power: Society, the Person and Sexual Politics.</i>	Cambridge: Polity Press.
Crompton, R.	1997	<i>Women and Work in Modern Britain.</i>	Oxford: Oxford University Press.
Crompton, R.	2008	<i>Class and Stratification.</i>	Cambridge: Polity Press.
Fenton, S.	2003	<i>Ethnicity.</i>	Cambridge: Polity Press.
Goldthorpe, J. with Llewellyn, C. and Payne, C.	1987	<i>Social Mobility and Class Structure.</i>	London: Sage.
Milner, A.	1999	<i>Class.</i>	London: Sage.
Padavic, I. and Reskin, B.	2002	<i>Women and Men at Work. Second Edition.</i>	London: Sage.
Rex, J.	1988	<i>Race and Ethnicity.</i>	Milton Keynes: Open University Press.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Bottero, W.	2005	<i>Stratification: Social Division and Inequality.</i>	London: Routledge.
Bourdieu, P.	1973	<i>Cultural Reproduction and Social Reproduction', in: R. Brown (1974) (ed.) Knowledge, Education and Cultural Change.</i>	London: Tavistock.
Connell, R. W.	1995	<i>Masculinities.</i>	Cambridge: Polity Press.
Connell, R. W.	2002	<i>Gender.</i>	Cambridge: Polity Press.
Erikson, R. and Goldthorpe, J.	1992	<i>The Constant Flux: A Study of Class Mobility in Industrial Societies.</i>	Oxford: Oxford University Press.
Fenton, S. and Bradley, H.	2002	<i>Ethnicity, Economy and Class', in Fenton and Bradley (eds.), Ethnicity and Economy.</i>	Basingstoke: Palgrave Macmillan.
Hakim, C.	2000	<i>Work-Lifestyle Choices in the 21st Century: Preference Theory.</i>	Oxford: Oxford University Press.
Heath, A.	1981	<i>Social Mobility.</i>	London: Fontana.
Stewart, A., Prandy, K. and Blackburn, R.	1980	<i>Social Stratification and Occupations.</i>	London: Macmillan.

M.			
Walby, S.	1986	<i>Patriarchy at Work.</i>	Cambridge: Polity.

Journal Articles

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Szreter, S. R. S.	1984	'The genesis of the Registrar-General's social classification of occupations',	<i>British Journal of Sociology</i>	Vol. 35, No. 4, pp. 522-46

Syllabus for Unit B

Lent term 2017

Politics: Power, ideology and the state

Start date:	12 January 2018	End date:	16 March 2018
Day:	Friday	Time:	9.15am – 5.45pm
Tutor:	Carina O'Reilly	No of meetings:	4 x Friday day schools 12 January 2018 02 February 2018 23 February 2018 16 March 2018

Venue: Madingley Hall, Madingley Cambridge, CB23 8AQ

Aims

This unit has four interconnected aims:

1. to explore and to discuss the development of the principal theoretical and methodological debates in the study of politics, ideology and the state, and to promote students' knowledge and critical understanding of how various political ideologies have played out in different contexts over the course of the twentieth century;
2. to investigate the contested concepts of sovereignty and statehood through the major theoretical schools of international relations, and to illustrate the impact of contemporary supranational political systems and societies upon the idea of the nation-state;
3. to examine the politics of foreign policy including the changeable characters of justice and diplomacy;
4. to analyse the effect, if any, that globalisation has had on the concept of governance, with particular reference to non-state actors and the growth of global civil society.

Content

This unit will provide an introduction to the key concepts, theories and methods of politics which have been deployed to analyse the relationship between power, ideology and the state. The first part of the unit explores the concepts of power and authority, drawing on a range of theorists, beginning with Weber and going on to compare the various theoretical positions of the likes of Foucault, Habermas and Giddens. The nature and origin of the modern state will be explored through the thinking of Michael Mann, amongst others, and the development of the notion and forms of political ideology will be traced along a linear spectrum, from Communism through to Fascism, with concrete examples of how these ideologies have played out in various global contexts. These themes will then be developed in the remainder of the unit. The unit provides students with a grounding in the core concepts, empirical techniques and theoretical models of politics as a discipline. Throughout the unit, conceptual, methodological and theoretical similarities and differences between the approaches of political scientists and sociologists will be made.

Presentation of the unit

This unit will be delivered through 4 day schools, totalling 28 hours of teaching and learning, with the provision of online resources through the ICE VLE. Teaching and learning for the unit will be delivered through a combination of formal presentations by the tutor, a range of interactive and participatory methods of teaching and learning, and through reading and tasks to be undertaken individually by students outside the unit sessions. Such interactive and participatory methods of teaching and learning may include small and whole group exercises, projects, case studies, structured seminar discussions, readings set through the VLE and oral presentations. Students are expected to participate actively in both face-to-face sessions at the day schools and to fully engage in learning opportunities available on the VLE.

Course Structure

Session 1: Power and authority: the birth of the modern nation-state (Day School 12 January 2018)

In this session, we will examine the origins and definition of the nation state, and of political theories concerning its power and authority, including typologies of state authority. We will also examine in detail the concept of legitimacy. Our understanding of these ideas will be enhanced by reference to key political theorists in this area, ranging from the classical interpretations of state power of Thomas Hobbes, Max Weber and Michel Foucault, to the more modernist theories of the nation-state, its origins and its development of Michael Mann and Anthony Giddens. This session will then go on to examine the spectrum of political ideologies and look at examples of how these ideologies have taken hold in different nation-states around the world in recent history.

Session 2: Sovereignty and statehood: exploring supranational systems and societies (Day School 2 February 2018)

In this session, we will explore the concepts of sovereignty and statehood as contested political concepts. Students will be introduced to major supranational political systems and transnational organisations (such as the European Union and the United Nations) and will analyse their impact on the concepts of sovereignty and statehood with reference to the main schools of critical approaches and theories (including the realist tradition, liberalism and constructivism). We will examine the analytical frameworks used to understand international politics and how they relate to international norms and institutions, with reference to the historical origins both of international organisations and the various theoretical approaches used to understand them. This session will equip students to analyse international politics and recognise what distinctive elements characterise international politics.

Session 3: Justice and diplomacy: understanding the politics of foreign policy (Day School 23 February 2018)

In this session, we will examine the changing character of diplomacy through different state and supranational actors, and will examine the range of foreign policy instruments they have at their disposal (from the cultural and political to the economic and military), considering as we do so their appropriateness as well as their limitations. Particular attention will be paid to the capabilities and expectations of global actors and international communities, as well as to the tensions between order, sovereignty and justice between these actors. The role of the United Nations and the Security Council will also be explored in this policy context, including its role in legitimising military intervention.

Session 4: Governance and globalisation: non-state actors and global civil society (Day School 16 March 2018)

This session will provide an introduction to globalisation both conceptually and as it evidences itself in particular processes, institutions, practices and policies. We will examine academic debates concerning the contested meanings and causes of globalisation, including normative and ideologically-based valuations and judgements of globalisation. It will then consider some of the principal political issues associated with globalisation, including whether and how it transforms long-standing notions of sovereignty, and the implications of globalisation for the nation-state system via non-state actors and the growth of global civil society.

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. demonstrate a thorough understanding of the development of theories surrounding the state, authority and power, and also the development of various political ideologies, which students should be able to illustrate with concrete examples from twentieth century history;
2. explain the impact of various supranational systems and/or societies on the concepts of national sovereignty and statehood, and account for differences in attitudes between nation-states towards these supranational systems;
3. illustrate the politics of foreign policy with reference to contemporary political debates in the field of global foreign policy;
4. analyse the impact of globalisation on traditional modes of governance by considering the role of non-state actors and global civil society.

Student assignments

The Certificate in Social Sciences is an FHEQ Level 4 qualification, equivalent to first-year undergraduate level, and it requires a commitment to extensive reading and pre-class preparation.

Students are required to produce two essays for this unit which assess the learning outcomes identified above.

Essay plans may be submitted to the Tutor, through the VLE, for initial guidance on constructing an analysis and argument. Students are required to submit their final essays through the ICE VLE and feedback is provided online. Equal weighting will be given to both essays. Students will receive an assignment grade for each essay (after moderation) and an overall course grade upon completion of the Certificate in Social Sciences.

Students are required to select **one essay** from each of the following lists:

1. Essay questions covering topics from Sessions 1 and 2
 - a. Is the modern nation-state the only basis on which political authority and power can be constructed in the world today?
 - b. To what extent does authority always have to be legitimate? Discuss with reference to the works of at least one political theorist.
 - c. Does democracy confer a unique right to legitimate authority, and if so, why?
 - d. Why has the concept of sovereignty proved such a powerful political idea?
 - e. How far has the modern nation-state had to surrender powers to supranational systems and/or societies? Answer with reference to at least one international political organisation.

- f. Does it really make sense to talk of an international society when the constituent elements remain nation-states?
- g. Has European Union integration rescued or dismantled European nation-states?

- The total word count for the first essay should be no less than 1,500 words and no more than 2,000 words

Closing date for the submission of the first essay is: **Thursday 22 February 2018 by 12.00 UTC/GMT***.

**Co-ordinated Universal Time / Greenwich Mean Time*

2. Essay questions covering Sessions 3 and 4

- a. In what ways might foreign policy reflect domestic rather than international concerns?
- b. Is the principle, as laid out in Article 2.7 of the UN Charter, of non-intervention in the internal affairs of sovereign states still valid?
- c. Compare and contrast the United Nations Security Council and the European Union as agents of international order.
- d. In what circumstances – if any – might it be legitimate to intervene coercively in the political affairs of another state?
- e. Has the concept of diplomacy changed fundamentally over the last century, in terms of its purpose and practices?
- f. Assess the arguments for and against the existence of a global civil society.
- g. To what extent has globalisation reshaped international politics?

- The total word count for the second essay should be no less than 1,500 words and no more than 2,000 words

Closing date for the submission of the second essay is: **Thursday 12 April 2018 by 12.00 BST***

(11.00 UTC).

**British Summer Time*

If students wish to create their own essay questions, this must be agreed in writing with the Tutor first.

Reading and resource list

Students are expected to read the core texts for each session. Optional texts are also listed for students interested in further reading related to a particular session.

Session 1: Power and authority: the birth of the modern nation-state

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Adams, I.	2013	<i>Political Ideology Today.</i>	Manchester: Manchester University Press.
Beetham, D.	2013	<i>The Legitimation of Power.</i>	Basingstoke: Palgrave Macmillan.
Chernilo, D.	2007	<i>A Social Theory of the Nation-state: The</i>	Abingdon: Routledge.

		<i>Political Forms of Modernity Beyond Methodological Nationalism.</i>	
Giddens, A.	1985	<i>The Nation State and Violence.</i>	Cambridge: Polity Press.
Weber, M.	1994	<i>The profession and vocation of politics,' in: P. Lassman and R. Speirs (eds.) Weber: Political Writings.</i>	Cambridge: Cambridge University Press. pp. 309-369.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Dyson, K. H. F	1980	<i>The State Tradition in Western Europe: A Study of an Idea and Institution.</i>	Oxford: Martin Robertson.
Heywood, A.	2012	<i>Political Ideologies: An Introduction.</i>	New York: Palgrave Macmillan.
Mann, M.	1986	<i>The Sources of Social Power. Vol. 1 A History of Power from the Beginning to A.D. 1760. Vol. 2 The Rise of Classes and Nation-states, 1760-1914.</i>	Cambridge: Cambridge University Press.

Session 2: Sovereignty and statehood: exploring supranational systems and societies

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Archer, C	2001	<i>International Organisations. Third Edition.</i>	London: Routledge.
Baylis, J., Smith, S. and Owens, P. (eds.)	2014	<i>The Globalization of World Politics: An Introduction to Politics and International Relations. Sixth Edition.</i>	Oxford: Oxford University Press.
Burchill, S. and Linklater, A. (eds.)	2013	<i>Theories of International Relations. Fifth Edition.</i>	Basingstoke: Palgrave.
Hay, C., Lister, M. and Marsh, D. (eds.)	2006	<i>The State: Theories and Issues.</i>	Basingstoke: Palgrave.

Jackson, R.	2007	<i>Sovereignty: The Evolution of an Idea.</i>	Cambridge: Polity.
Mayall, J.	1990	<i>Nationalism and International Society. Chapters 1 and 2</i>	Cambridge: Cambridge University Press.
Wight, M.	1977	<i>Systems of States.</i>	Leicester: Leicester University Press.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Bickerton, C.	2012	<i>European Integration: From Nation-State to Member State.</i>	Oxford: Oxford University Press.
Held, D.	1995	<i>Democracy and the Global Order: From the Modern State to Cosmopolitan Democracy.</i>	Cambridge: Polity.
Keohane, R. O. (ed.)	1986	<i>Neorealism and its Critics.</i>	New York: Columbia University Press.
McCormick, J.	2006	<i>The European Superpower.</i>	Basingstoke: Palgrave Macmillan.
Milward, A. S.	1992	<i>The European Rescue of the Nation-State.</i>	London: Routledge.
Morgenthau, H.	1948	<i>Politics among Nations: the Struggle for Power and Peace.</i>	New York: Alfred Knopf.

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Doyle, M. W.	1986	Liberalism and World Politics.	<i>American Political Science Review.</i>	Vol. 80, No. 4, pp. 1151-1169.
Jackson, R.	1999	Sovereignty in World Politics: A Glance at the Conceptual and Historical Landscape.	<i>Political Studies.</i>	Vol. 47, Issue 3, pp. 431-456.

Session 3: Justice and diplomacy: understanding the politics of foreign policy

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Alden, C. and Aran, A.	2012	<i>Foreign Policy Analysis: New Approaches: Understanding the Diplomacy of War, Profit and Justice.</i>	London: Routledge.
Hill, C.	2003	<i>The Changing Politics of Foreign Policy.</i>	Basingstoke: Palgrave Macmillan.
Lauren, P. G, Craig, G. A. and George, A. L.	2013	<i>Force and Statecraft: Diplomatic Challenges of Our Time. Fifth Edition.</i>	Oxford: Oxford University Press.
Malone, D. (ed.)	2004	<i>The United Nations Security Council: From the Cold War to the Twenty-first Century.</i>	London: Lynne Rienner.
Roberts, A. and Kingsbury, B. (eds.)	1993	<i>United Nations, Divided World: The UN's Roles in International Relations.</i>	Oxford: Clarendon Press.
Wheeler, N. J.	2000	<i>Saving Strangers: Humanitarian Intervention in International Society.</i>	Oxford: Oxford University Press.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Klare, M. T. and Chandrani, Y. 1998	1998	<i>World Security: Challenges for a New Century.</i>	New York: St Martin's Press.

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Pattison, J.	2008	Legitimacy and humanitarian intervention: who should intervene?',	<i>International Journal of Human Rights.</i>	Vol. 12, No. 3. pp. 395-413.
Hill, C.	2003	What is to be done? Foreign policy as a site	<i>International Affairs.</i>	Vol. 79, No. 2, pp. 233-255.

		for political action.'		
Hoffman, J.	2003	Reconstructing diplomacy.	<i>The British Journal of Politics and International Relations.</i>	Vol. 5, No. 4, pp. 525-542.
Hollis, M. and Smith, S.	1986	Roles and reasons in foreign policy decision making.	<i>British Journal of Political Science.</i>	Vol. 16, No. 03, pp. 269-286.

**Session 4: Governance and globalisation: non-state actors and global civil society
(Day School March 17th 2017)**

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Holton, R. J.	1998	<i>Globalization and the Nation-State.</i>	London: Macmillan.
Steger, M. B.	2003	<i>Globalization: A Very Short Introduction.</i>	Oxford: Oxford University Press.

Further reading, journal articles and weblinks:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Chandler, D.	2003	New Rights for Old? Cosmopolitan Citizenship and the Critique of State Sovereignty.	<i>Political Studies.</i>	Vol. 51, No. 2, pp. 332-349.
Held, D. and McGrew, A.	1998	The End of the Old Order? Globalization and the Prospects for World Order'.	<i>Review of International Studies.</i>	Vol. 24, No. 5, pp. 219-245.
Linklater, A	2007	Distant Suffering and Cosmopolitan Obligations.	<i>International Politics.</i>	Vol. 44, No. 1, pp. 19-36.
Wendt, A.	2003	Why a World State is Inevitable: Teleology and the Logic of Anarchy'.	<i>European Journal of International Relations.</i>	Vol. 9, No. 4, pp. 491-542.
Woods,	2001	Governance	<i>International Social Science Journal.</i>	Vol. 53,

N. and Narlikar, A.		and the limits of accountability: The WTO, the IMF, and the World Bank.		Issue 170, pp. 569-583.
Bonefeld, W.	2005	The Politics of Globalisation: Ideology and Critique'.	https://libcom.org/library/politics-globalisation-werner-bonefeld	
Cohen, E. S.	2002	Globalization, Modernity, and their Discontents'.	http://faculty.unlv.edu/ericbrahm/globalizationreview.pdf	

Syllabus for Unit C
Easter term 2017

Psychology: Identity, development and social behaviour

Start date:	27 April 2018	End date:	29 June 2018
Day:	Friday	Time:	9.15am – 5.45pm
Tutor:	Dr Lee de-Witt	No of meetings:	4 x Friday day schools 27 April 2018 18 May 2018 08 June 2018 29 June 2018
Venue:	Madingley Hall, Madingley Cambridge, CB23 8AQ		

Aims

This unit has four interconnected aims:

1. to introduce students to the concepts, methods and theories of psychology which provide a systematic and critical framework for understanding modern social life and societies;
2. to outline and develop an understanding of central debates in identity formation and development, including the nature-nurture debate;
3. to develop intellectual skills in the critical analysis of psychological theories and in the evaluation of empirical research;
4. to consider how psychology is applied in everyday life to structure people's lives, in their communities, personal and family lives and workplaces.

Content

This unit of the Certificate builds from the analysis offered by politics and sociology to explore how psychologists approach our understanding of modern social life and societies. As such it provides a broad introduction to the concepts, methods and theoretical models of psychology to address the relationship between identity, development and social behaviour. The unit commences with an analysis of issues related to identity formation and development, including the nature-nurture debate and the analysis of models of personal and cognitive development, and proceeds to consider how social behaviour is influenced by personality factors and situational contexts. Throughout, issues of methodology will be highlighted and empirical evidence explored. The unit seeks to provide an introduction to psychology, analysing how psychologists have studied issues of identity, development and social behaviour, and explore how psychologists have applied key concepts, methods and theories to issues in everyday life.

Presentation of the unit

This unit will be delivered through 4 day schools, totalling 28 hours of teaching and learning, with the provision of online resources through the ICE VLE. Teaching and learning for the unit will be delivered through a combination of formal presentations by the tutor, a range of interactive and participatory methods of teaching and learning, and through reading and tasks to be undertaken individually by students outside the unit sessions. Such interactive and participatory methods of teaching and learning may include small and whole group exercises, projects, case studies, structured seminar discussions, readings set through the VLE and oral presentations. Students are expected to participate actively in both face-to-face sessions at the day schools and to fully engage in learning opportunities available on the VLE.

Course Structure

Session 1: The history and development of psychology and its methodologies (Day School 27 April 2018)

This session will examine the historical development of psychology, starting from fundamental questions in the philosophy of mind to modern empirical research. This overview will offer an insight into the key developments that shaped the science of the mind and behaviour. Critical topics will include the nature-nurture debate, the limits of human introspection, and the critical role for empirical research in providing insights into how the mind works. This session will then move on to explore a variety of research methods commonly used in the investigation of psychological phenomena. This focus on research methods will include an exploration of a number of core constructs in research methods, including reliability and validity, hypothesis testing, objectivity, sampling and measurement. Finally, the session will explore some of the core elements of study design, including data collection and the basic analysis and interpretation of data.

Session 2: Developmental psychology (Day school 18 May 2018)

In this session you will be introduced to developmental psychology in which you will look at the development of gender identity and the nature-nurture debate in terms of gender identity formation (including gender and culture). You will also be introduced to the topic of personality. This session will cover key issues in development over the life-span with an exploration of the key developmental stages (for example infancy and adolescence) and will consider some of the issues that arise from current psychological research in this field. This session will focus on cognitive and social development in childhood, adulthood and old age. Students will be introduced in more detail to the research methodologies employed in developmental psychology.

Session 3: Social cognition and identity (Day School 8 June 2018)

Social cognition explores how we make sense of ourselves, other people and their behaviour. Social cognition is embedded in the context of how the self-concept is formed and how we think about our past and future selves. What is my identity? How do I construct my identity and does it stay the same all the time? What role do others play in the construction of my identity? This session will build from this to look at the process of stereotyping, prejudice and discrimination and strategies to reduce prejudice, and explore social influences such as conformity and obedience and their effect on society. Key topics here include dual process theories, minority influence and cognitive dissonance. This session will offer the opportunity to include areas of applied psychology such as explanations of crime and offender profiling, crowds and collective behaviour, and how our own thought processes can be influenced by various social and motivational processes.

Session 4: Behavioural psychology and individual differences (Day School 29 June 2018)

This day school will start out exploring some of the key concepts in behavioural psychology, including conditioning, reinforcement and punishment. The ideas of prominent thinkers such as B. F. Skinner and John B. Watson will be critically evaluated, in particular their assumption that all behaviour is learned. Building from this, comparisons between experiments with humans and animals will be explored to understand the key differences regarding what humans are able to learn that animals cannot. In particular, comparative studies of communication and language, problem solving and moral behaviour will be explored. In the second half of the session we will move from comparative studies of the differences between humans and animals, to explore individual differences more generally. Differences in personality, intelligence, values, self-concept, self-efficacy and self-esteem will all be explored. Finally, this session will move from the notion of individual differences to consider how we define and understand abnormality, and how we differentiate 'normal variability' from clinical symptoms of mental health disorders.

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. demonstrate a basic knowledge and understanding of some of the main psychological perspectives and an awareness of psychological research methods;
2. demonstrate a critical awareness of concepts, processes and theories, and critically analyse explanations;
3. appropriately apply knowledge of quantitative or qualitative research methodologies to the investigation of psychological phenomena, in the form of an appropriate psychological research plan;
4. present ideas in a clear, well-organised and appropriate writing style showing an ability to construct a scholarly argument.

Student assignments

The Certificate in Social Sciences is an FHEQ Level 4 qualification, equivalent to first-year undergraduate level, and it requires a commitment to extensive reading and pre-class preparation.

Students are required to produce one essay and one research proposal for this unit which assess the learning outcomes identified above.

An essay plan and a plan for the report may be submitted to the Tutor, through the VLE, for initial guidance on constructing an analysis and argument. Students are required to submit their final essay and report through the ICE VLE and feedback is provided online. Equal weighting will be given to both assignments for the award of credit. Students will receive a grade for each assignment (after moderation) and an overall course grade upon the completion of the Certificate in Social Sciences.

Students are required to complete a research proposal presented as a report as outlined below and select **one essay** from the list provided below.

1. The research proposal assignment consists of two parts: the proposal and an oral presentation, as described in detail below. The oral presentation is a formative assessment and will result in feedback from your peers and tutor. The research proposal should be presented as a report and will be the summative part of this assignment.

i) Develop a formal research proposal on a topic of your choice.

A proposal is similar to a research report, but it is written before the research project begins. Your proposal should describe the research problem under investigation and its importance, and also give a detailed account of the methods that will be used and their justification. Conventional elements of a research proposal include:

- the problem or objective;
- review of the literature;
- procedures: the methods section;
- data coding and analysis;
- references.

ii) You will present your research proposal to the class on either 18 May 2018 or 8 June 2018.

- The total word count for the report should be no less than 1,500 words and no more than 2,000 words

Closing date for the submission of your report is: **Thursday 14 June 2018 by 12.00 BST* (11.00 UTC)**

** British Summer Time*

2. Essay questions covering topics from all sessions

- People often use their own views and beliefs as a starting point when trying to make sense of others. Why can this be problematic?
- What influences child development?
- Why do people behave differently in groups?
- What influences our attitudes?
- Why do people encounter prejudice?
- Discuss the validity of evolutionary approaches for explaining animal and human behaviour.
- Critically assess the comparisons that have been made between human and animal behaviour.
- How do social representations relate to identity?
- Critically assess the main processes of social identity theory.
- Which plays a larger role in influencing development and behaviour, genetic inheritance or the environment?
- John Watson posited that any behaviour can be learned – discuss.

- The total word count for the essay should be no less than 1,500 words and no more than 2,000 words

Closing date for the submission of your essay is: **Thursday 19 July 2018 by 12.00 BST* (11.00 UTC)**.

**British Summer Time*

If students wish to create their own essay questions, this must be agreed in writing with the Tutor first.

Reading and resource list

Students are expected to read the core texts for each session. Optional texts are also listed for students interested in further reading related to a particular session.

Session 1: The history and development of psychology and its methodologies

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Clark-Carter, D.	2010	<i>Quantitative Psychological Research: A Student's Handbook. Third Edition.</i>	Hove: Psychology Press.
Dancey, C. P. and Reidy, J.	2011	<i>Statistics without Maths for Psychology. Fifth Edition.</i>	London: Pearson.
Danziger, K.	1990	<i>Constructing the Subject: Historical Origins of Psychological Research.</i>	Cambridge: Cambridge University Press.
Eysenck, M.	2000	<i>Psychology: A Student's Handbook.</i>	Hove: Psychology.
Gross, R.	2010	<i>Psychology: The Science of Mind and Behaviour. Sixth Edition.</i>	Oxon: Hodder Education .
Langdrige, D. and Hagger-Johnson, G.	2009	<i>Introduction to Research Methods and Data Analysis in Psychology. Second Edition.</i>	Harlow: Pearson.
Silverman, D. (ed.)	2011	<i>Qualitative Research. Third Edition.</i>	London: Sage.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Damasio, A. R.	2006	<i>Descartes' Error: Emotion, Reason and the Human Brain.</i>	London: Vintage.

Gleitman, H., Gross, J. and Reisberg, D.	2010	<i>Psychology. Eighth Edition.</i>	London: W. W. Norton and Co.
Hood, B.	2012	<i>The Self Illusion: How the Social Brain Creates Identity.</i>	Oxford: Oxford University Press.
Kahneman, D.	2011	<i>Thinking, Fast and Slow.</i>	London: Allen Lane.
McKenna, R. J.	1995	<i>The Undergraduate Researcher's Handbook: Creative Experimentation in Social Psychology.</i>	Boston: Allyn and Bacon.
Morris, G., and Maisto, A.	2012	<i>Understanding Psychology.</i>	London: Pearson.
Pinker, S.	1997	<i>How the Mind Works.</i>	New York: Norton.
Pinker, S.	2003	<i>The Blank Slate: The Modern Denial of Human Nature.</i>	London: Penguin.
Sansone, C., Morf, C. C. and Panter, A. T.	2003	<i>The Sage Handbook of Methods in Social Psychology.</i>	London: Sage.

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Baron-Cohen, S., Leslie, A. M. and Frith, U.	1985	Does the autistic child have a "theory of mind"?	<i>Cognition.</i>	Vol. 21, No. 1, pp. 37-46.
Hamlin, J. K., Wynn, K. and Bloom, P.	2007	Social evaluation by preverbal infants.	<i>Nature.</i>	450 (7169), pp. 557-559.
Nisbett, R. E. and Wilson, T. D.	1977	Telling more than we can know: Verbal reports on mental Processes.	<i>Psychological Review.</i>	Vol. 84, No.3, pp. 231-259.
Simmons, J., Nelson, L. and Simonsohn, U.	2011	False-positive psychology: Undisclosed flexibility in data collection and analysis allow presenting anything as significant.	<i>Psychological Science.</i>	Vol. 22, No. 11. pp. 1359-1366.
Zentner, M. and Mitura, K.	2012	Stepping out of the caveman's	<i>Psychological Science.</i>	Vol. 23, No. 10. pp. 1176-1185.

		shadow: Nations' gender gap predicts degree of sex differentiation in mate preferences.		
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Session 2: Developmental psychology

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Boyd, D. and Bee, H.	2012	<i>Lifespan Development. Sixth Edition.</i>	Essex: Pearson Education .
Damon, W. and Lerner, R. M.	2006	<i>Handbook of Child Psychology. Sixth Edition.</i>	New York: John Wiley and Sons.
Harris, M. and Butterworth, G.	2002	<i>Principles of Developmental Psychology.</i>	Hove: Psychology Press.
Hodgetts, D., Drew, N., Sonn, C., Stolte, O., Nikora, L. W. and Curtis, C.	2010	<i>Social Psychology and Everyday Life.</i>	Basingstoke: Palgrave Macmillan.
Martin, G., Carlson, N. and Buskist, W.	2010	<i>Psychology. Fourth Edition.</i>	Essex: Pearson Education.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Baltes, P. B., Reese, H. W. and Nesselroade, J. R.	1988	<i>Life-span Developmental Psychology: Introduction to Research Methods. Chapter 3.</i>	New Jersey: Erlbaum.
Cicchetti, D.	2006	<i>Developmental Psychopathology in Cicchetti and D. Cohen (eds): Developmental Psychopathology: Vol. 1: Theory and Method. Second Edition. pp. 1-23.</i>	New York: John Wiley and Sons.
Cummings, E. M.,	2000	<i>Developmental</i>	New York: Guilford

Davies, P. T. and Campbell, S. B.		<i>Psychopathology and Family Process: Theory, Research, and Clinical Implications.</i>	Press.
Piaget, J.	1970	<i>Piaget's theory in P. H. Mussen (ed.) Carmichael's Handbook of Child Development. pp. 703-732.</i>	New York: Wiley.
Reese, H. W. and Overton, W. F.	1970	<i>Models of development and theories of development', in L.R. Goulet and P. B. Baltes (eds.), Life-span Developmental Psychology: Research and Theory. pp. 115-145.</i>	New York: Academic Press.

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Bronfenbrenner, U. and Ceci, S. J.	1994	Nature-nurture reconceptualized in developmental perspective: A bioecological model.	<i>Psychological Review.</i>	Vol. 101, No. 4, pp. 568-586.
Campos, J. J., Frankel, C. B. and Camras, L.	2004	On the nature of emotion regulation.	<i>Child Development.</i>	Vol. 75, No. 2, pp. 377-394.

Session 3: Social cognition an identity

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Brewer, M. B.	2003	<i>Optimal distinctiveness, social identity, and the self', in M. P. Leary and J. P. Tangney (eds.),</i>	New York: Guildford Press.

		<i>Handbook of Self and Identity. pp. 480-491.</i>	
Eysenck, M and Keane M. T.	2005	<i>Cognitive Psychology: A Student's Handbook.</i>	Hove: Psychology Press.
Fiske, S. T. and Taylor, S. E.	2008	<i>Social Cognition: From Brains to Culture Chapters 2, 6, 7, 8, 11 and 12.</i>	New York: McGraw Hill.
Kunda, Z.	1999	<i>Social Cognition: Making Sense of People. Chapters 3, 4, 7, 8 and 9.</i>	Cambridge, MA: MIT Press.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Gilbert, D. T., Fiske, S. T. and Lindzey, G. (eds.)	2010	<i>Handbook of Social Psychology. Fifth Edition.</i>	New York: Wiley.
Haidt, J.	2012	<i>The Righteous Mind: Why Good People are Divided by Politics and Religion.</i>	New York: Vintage.
Holstein, J. A. and Gubrium, J. F.	2003	<i>Inner Lives and Social Worlds: Readings in Social Psychology.</i>	Oxford: Oxford University Press.
Kruglanski, A. W. and Higgins, E. T. (eds.)	2003	<i>Social Psychology: A General Reader.</i>	New York: Psychology Press.
Kruglanski, A. W. and Higgins, E. T. (eds.)	2007	<i>Social Psychology: Handbook of Basic Principles. Second Edition.</i>	New York: Guilford Press.
Krupat, E.	1999	<i>Psychology is Social: Readings and Conversations in Social Psychology. Fourth Edition.</i>	Reading, Massachusetts: Addison Wesley.

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Bond, C. F. and Titus, L. J.	1983	Social facilitation: A meta-analysis of 241 studies.	<i>Psychological Bulletin.</i>	Vol. 94, No. 2, pp. 265-292.

Session 4: Behavioural psychology and individual differences

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Duncan, J.	2010	<i>How Intelligence Happens.</i>	New Haven: Yale University Press.
Hayes, N.	1994	<i>Principles of Comparative Psychology.</i>	Hove: Psychology Press.
Mailin, , T., Birch, A. and Hayward, S.	1996	<i>Comparative Psychology.</i>	Basingstoke: Macmillan.
Manning, A. and Dawkins, M. S.	2012	<i>An Introduction to Animal Behaviour.</i>	Cambridge: Cambridge University Press.
Papini, M. R.	2008	<i>Comparative Psychology: Evolution and Development of Behaviour.</i>	London: Psychology Press.
Pervin, L. and John, O.	2001	<i>Personality-Theory and Research.</i>	Wiley: New York.
Rosenthal, R. and Rosnow, R. L.	2008	<i>Essentials of Behavioral Research.</i>	New York: McGraw-Hill.
Tomasello, M.	2016	<i>A Natural History of Human Morality.</i>	Cambridge, Massachusetts: Harvard University Press.

Further reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Bentall, R. P.	2004	<i>Madness Explained: Psychosis and Human Nature.</i>	London: Penguin.
McFarland, D.	1999	<i>Animal Behaviour: Psychobiology, Ethology and Evolution.</i>	Essex: Pearson.
Morris, G and Maisto, A.	2012	<i>Understanding Psychology.</i>	London: Pearson.

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
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Festinger, L.	1954	A theory of social comparison processes'.	<i>Human Relations.</i>	Vol. 7, No. 2, pp. 117-140.
Vazire, S. and Carlson, E. N.	2010	Self-knowledge of personality: Do people know themselves?	<i>Social and Personality Psychology Compass.</i>	Vol. 4, No. 8, pp. 605-620.

Social Sciences 2017/18

Michaelmas 2017

Unit A: Sociology: The individual, institutions and society

Day school 1	29 September 2017
Day school 2	20 October 2017
Day school 3	10 November 2017
Day school 4	1 December 2017

Lent 2018

Unit B: Politics: Power, ideology and the state

Day school 1	12 January 2018
Day school 2	02 February 2018
Day school 3	23 February 2018
Day school 4	16 March 2018

Easter 2018

Unit C: Psychology: Identity, development and social behaviour

Day school 1	27 April 2018
Day school 2	18 May 2018
Day school 3	08 June 2018
Day school 4	29 June 2018

Essay submission dates are provided in the unit descriptions above.

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

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