1. **Title of the module**

SOCI3460 (SO346) – Social Practices and Institutions

1. **Division or partner institution which will be responsible for management of the module**

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology, and Social Research)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The courses of study to which the module contributes**

BSc Social Sciences and BA Criminal Justice and Criminology – compulsory module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Understand a range of substantive topics (e.g., families, economy, cities and political power) in sociology.

8.2 Have knowledge of competing sociological arguments on social practices and institutions.

8.3 Understand the implications of social processes and institutions on everyday practices.

8.4 Understand some of the sociological controversies in promoting a critical social science.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate skills in communication, utilising empirical data and information technology.

9.2 Demonstrate skills in information technology, using virtual learning environments.

9.3 Demonstrate skills regarding the organisation of information in a clear and coherent manner.

9.4 Demonstrate an understanding of theory and research.

1. **A synopsis of the curriculum**

The module will discuss a range of substantive topics (e.g., families, deviance, economy and cities), examining how they address key sociological issues, such as agency, power and culture. The module will also discuss the implications of social practices and institutions for understanding everyday life and social change, explaining how class, gender, ethnicity and other social inequalities are significant concepts in shaping people’s lived experiences. Classical and contemporary macro- and micro-theoretical perspectives (such as Marxism, feminism and postmodernism) will be employed to understand and explain social practices and institutions.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Abbott, P., Wallace, C. and Tyler, M. (2005), *An Introduction to Sociology: Feminist Perspectives*, 3rd Edition, Abingdon: Routledge

Macionis, J. and Plummer, K. (2012), *Sociology,* 5th Edition, Harlow: Pearson Education

Matthewman, S. et al (2007), *Being Sociological*, Basingstoke: Palgrave

Marsh. I. et al. (2009), *Sociology: Making Sense of Society*, 4th Edition, Harlow: Pearson Education

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework - Essay (2500 words) - 80%

Coursework - Essay plan (500 words) – 20%

13.2 Reassessment methods

100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x |
| Lecture | x | x | x | x |  |  |  | x |
| Seminar | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay (80%) | x | x | x | x | x | x | x | x |
| Essay plan (20%) | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The discussion and application of the module topics is undertaken in an international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 09/2021 EAP | Minor | September 2021-22 | 13, 14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018