1. **Title of the module**

(SOCI5013) SO5013 ‘You think you’re better than me?’ The sociology of status

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

School of Social Policy, Sociology and Social Research

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

Level 5

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

15 (7.5 ECTS)

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

Autumn term (term 1) or Spring term (term 2)

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

N/A

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

BA (Hons) Sociology and joint honours sociology programmes

 Also available as a ‘wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Understand how the concept of social status differs from other aspects of social stratification, such as class, power, and material circumstances
	2. Discuss theories purporting to explain the human drive towards social status/anxiety around status loss, including evolutionary theories
	3. Offer a critical analysis of the theoretical importance of social status hierarchies as compared with other aspects of stratification in explaining a variety of important social phenomena, such as violence, health, and identity.
	4. Critically evaluate the research evidence supporting a role for status inequality in explaining important social phenomena
	5. Reflect on differing disciplinary approaches to the concept of social status
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate communication skills in presentation and debate, and in utilization of research and empirical data (including quantitative sources).
	2. Synthesise the theoretical contributions of different disciplines of enquiry.
	3. Gather appropriate library and web-based resources for undergraduate study.
	4. Make critical judgments about the merits of gathered resources and present these arguments in writing.
3. **A synopsis of the curriculum**

This module provides students with an understanding of the concept of social status: how it differs from (and interacts with) other aspects of social stratification, such as power, class, and material circumstances. Students will explore theories for why human beings value social status so highly, and why they often take such dramatic steps to avoid losing it. The module will examine how considering social status concerns helps us to understand a variety of important social phenomena, encompassing health, violence, education, cultural participation, morality, and identity. Students will become familiar with the empirical tools researchers have used to understand the role of status, along with the strengths and weaknesses of different approaches.

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

Wilkinson, R. (2005). *The Impact of Inequality*. Routledge, London

Marmot, M. (2015). *The Status Syndrome*. Bloomsbury, London

Gilligan, J. (2000). *Violence: Reflections on our Deadliest Epidemic*. Jessica Kingsley, London

Minson, J.A., & Monin, B. (2012). Do-gooder Derogation: Disparaging Morally Motivated Minorities to Defuse Anticipated Reproach. *Social Psychological and Personality Science*, 3(2), 200-207

Chan, T.W. & Goldthorpe, J.H. (2007) Class and status: the conceptual distinction and its empirical relevance. *American Sociological Review* 72(4): 512–532.

Delhey, J., & Dragolov, G. (2014) Why inequality makes Europeans less happy: The Role of Distrust, Status Anxiety, and perceived conflict. *European Sociological Review*, 30(2): 151–165.

1. **Learning and teaching methods**

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

 Total study hours: 150

1. **Assessment methods**

**13.1: Main assessment methods**

Coursework - evidence evaluation (1500 words) - 30%

Coursework – essay (2,500 words) - 60%

Coursework - Seminar participation - 10%

**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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 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 |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Evidence evaluation 1500 words | X |  | X | X |  | X | X | X | X |
| Seminar participation | X | X | X | X | X | X | X |  |  |
| Essay 2,500 words  | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The 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**

Canterbury

1. **Internationalisation**

A great deal of the literature on the importance of status and status hierarchies relies on evidence from international comparisons. For example, why is violence more prevalent in some countries than others? Why is pro-social behaviour more prevalent in others. Differences in the nature of the status order will also be explored. As such, the module is inherently international in character.

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

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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