1. **Title of the module**

SOCI6590 (SO659) Risk and Society

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

SSPSSR

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

6

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 or Spring

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

No prerequisites or co-requisites but students cannot take this module and SO600.

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

All sociology and social policy programmes, cultural studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a systematic understanding of the key concepts associated with the sociology of risk
	2. Recognize and interpret the key theoretical accounts of risk perception
	3. Demonstrate a systematic understanding of how risk has been socially, politically and culturally constructed
	4. Locate risk perceptions within the context of an understanding of modernity
	5. Demonstrate a systematic understanding of the impact of risk perception upon aspects of everyday life
	6. Demonstrate a systematic understanding of institutional responses - from risk analysis and management, to broad policy approaches
	7. Critically evaluate and interpret quantitative information relating to risk (including risk ratios or odds ratios)
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate enhanced research skills, particularly using online sources and e-journals
	2. Present arguments orally through delivering and responding to seminar presentations.
	3. Demonstrate that existing skills acquired in organising information in a clear and coherent manner will be further enhanced through essay writing, and seminar-based group discussion of completed essays
	4. Demonstrate training in the ability to digest, critically evaluate and disseminate complex theoretical ideas
	5. Display progression in ability to analyse and interpret basic statistical data drawn from research and official sources
3. **A synopsis of the curriculum**

The course is concerned with the relatively new ideas of living in a ‘risk society’ which theoretically capture the heightened sensitivity within Western societies to the numerous ‘risks’ which shape our lives. The course will explore different dimensions of risk’s impact on everyday life, and then examine key ways in which political culture is being reorganised around risk aversion. The course will suggest that heightened perception of risk is here to stay, and is leading to a reorganisation of society in important areas.

Indicative lecture List

1. Britain, Europe and the New Risk Society

2. An Integrated Approach to Understanding Risk

3. Risk and the Interpersonal: Risky Relationships

4. Risk and the Family: Children and the Curbing of Activity

5. Risk and Public Life: the Terrorist Threat

6. The Risk Management of Everything

7. Accidents, Blame and the Culture of Inquiries

8. The Precautionary Principle

9. ‘Compensation Culture’

10. Towards Global Risk Aversion?: The Case of Japan

11. Course Summary

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* O’ Riordan, T. and Cameron, J., eds. 1994. Interpreting the Precautionary Principle. London: Earthscan.
* Current editions of Health, Risk and Society; Risk Analysis; and Journal of Risk Research
* Adam Burgess (2004) Cellular Phones, Public Fears and a Culture of Precaution (CUP)
* Deborah Lupton (1999), Risk (Routledge)
* Ulrich Beck (1992), Risk society: towards a new modernity (Sage)
* Branden B. Johnson and Vincent T. Covello, (1987). The Social and cultural Construction of Risk. (Reidel)
* Frank Furedi (1992), Culture of fear: risk-taking and the morality of low expectation (Continuum)
* Mary Douglas and Aaron Wildavsky (1982), Risk and Culture: An essay on the selection of technical and environmental dangers
* John Adams (1995) Risk. (UCL Press)
1. **Learning and teaching methods**

Total contact hours: 22

Private Study hours: 128

Total study hours for the module: 150

In the remainder of the 150 learning hours, students are expected to read the recommended texts for each lecture and seminar, prepare their presentations, research and write their coursework assignments.

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

Coursework – essay or book review (1500 words) - 30%

Coursework – essay (2500 words) - 50%

Coursework – seminar participation – 20%

Students will be assessed on the basis of an essay or book review (up to 1500 words) for 30% of the assessment, an essay (up to 2500 words) for 50% of the assessment and 20% for seminar participation and performance.

* 1. 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 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay or Book review (1,500 words) | X | X | X | X | X | X |  |  |  | X | X |  |
| Essay (2,500 words) | X | X | X | X | X | X | X | X | X | X | X | X |
| Seminar participation | X | X | 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**

The topics covered by the course are of international relevance, and international examples are used throughout.

**FACULTIES SUPPORT OFFICE 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) |
| 09/01/19 | Major | January 2020 | 5, 8, 9, 13 | No |
|  |  |  |  |  |