1. **Title of the module**

SOCI6210 (SO621) Narrative, Myth and Cultural Memory

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 6

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 programmes of study to which the module contributes**

BA Cultural Studies and Media and associated programmes

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

8.1 Critically approach and analyse key debates surrounding the ideas, practices and institutions of cultural heritage.

8.2 Use cultural, sociological, historical and media theories and approaches to discuss and debate the study of personal and collective memory, and the social experience of time.

8.3 Develop a critical understanding of processes of mediation and remediation in the narrative construction of personal and collective identities.

8.4 Relate the concepts and practices of heritage, narrative construction and memory to wider sociological issues of inequality, power and identity.

8.5 Contextualise specific cultural texts and practices within a variety of social, cultural, historical and political frameworks.

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

9.1 Critically evaluate varied multidisciplinary theoretical and analytical approaches to the subjects and materials examined.

9.2 Analyse and contextualise theoretical and empirical case studies within both the module’s key themes and a broader academic discourse.

9.3 Draw on relevant materials and analytical tools to develop considered arguments and evaluations, and be able to present these clearly in oral and written forms.

9.4 Work in co-operation with others to debate, discuss and develop ideas and understandings of the materials and approaches presented.

1. **A synopsis of the curriculum**

The module combines theoretical and methodological approaches from sociology, cultural and media studies, history and literature to examine how our understandings of the past, present and future are formed, framed, mediated and remediated in a variety of social, cultural and political contexts. It aims to introduce students to key themes and issues related to the social experience of time. It will encourage them to reflect on how this experience informs our approaches to social problems, relationships of power and inequality, and the formation of collective identities. Over the course of the term, we will debate and critically explore the roles of heritage, nostalgia, the imagination, narrative and experience at the heart of both processes of social change and cultural continuity. We will question what it is that forms the constitutive narrative of a cultural identity, its foundations, expression and trajectory. We will also examine the material and symbolic construction of social groups such as generations, classes and communities.

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

Barthes, R. (1972) *Mythologies*. Jonathan Cape.

Boym, S. (2001) *The Future of Nostalgia*. Basic Books.

Cowie, J. and J. Heathcott (2003) *Beyond the Ruins: the Meanings of Deindustrialisation*. ILR Press.

Dicks, B. (2000) *Heritage, Place and Community*. University of Wales Press.

Edmunds, J. and B.S. Turner (2002) *Generations, Culture and Society*. Open University Press.

Erll, A. and A. Rigney (2009) *Mediation, Remediation and the Dynamics of Cultural Memory.* DeGruyter & Co.

Levitas, R. (2013) *Utopia as Method: The Imaginary Reconstitution of Society.* Palgrave Macmillan.

Macdonald, S. (2013) *Memorylands: Heritage and Identity in Europe Today*. Routledge.

Misztal, B.A. (2003) *Theories of Social Remembering*. Open University Press.

Rieff, D. (2016) *In Praise of Forgetting: Historical Memory and its Ironies.* Yale University Press.

Russo, J. and S.L. Linkon (2005) *New Working-class Studies*. ILR Press.

Samuel, R. (1994) *Theatres of Memory, Volume 1: Past and Present in Contemporary Culture*. Verso.

Smith, L. (2006) *Uses of Heritage*. Routledge.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Essay (4000 words) (70%)

Essay Preparation Assignment (800 words) (20%)

Class Participation (10%)

13.2 Reassessment methods

Reassessment Instrument: 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 | 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 | x | x |  |  |
| Seminar | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay Preparation Assignment | x | x | x | x | x | x | x | x | x |
| Essay | x | x | x | x | x | x | x | x |  |
| Class Participation | 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 discussion and application of the module topics is undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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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Revised FSO Jan 2018