1. **Title of the module**

SOCI7120 (SO712) Urban Sociology

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**

None

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

Particular relevance to the BA (Hons) Sociology

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a systematic understanding of key problems, debates, and approaches in urban sociology.
	2. Critically evaluate writings on key themes and issues in this field at an advanced level.
	3. Demonstrate a detailed knowledge of comparative urbanism, enabling them to describe and comment upon particular aspects of current urban developments in local and global contexts.
	4. Demonstrate higher level sociological analytical skills
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Present arguments in writing through exams and essay writing, and orally through delivering and responding to seminar discussion
	2. Demonstrate advanced skills in organising information clearly and coherently digest and disseminate complex theoretical material
3. **A synopsis of the curriculum**

The course discusses the main approaches which have developed in urban sociology through an exploration of some of the major themes. These themes include urbanisation under capitalism, planning, post-industrialism, globalisation, social differentiation, multiculturalism, protest and social movements, and comparative urbanism (Asian and African contexts). Approaches considered within these will include Marx, Weber, the Chicago School, the Manchester school, and post-modernism.

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

Hubbard, P. (2006) The City. London: Routledge.

Legates, T. and Stout, F. (2011) The City Reader. London: Routledge.

Lim, J. and Mele, C. (eds.)(2005) The Urban Sociology Reader. London: Routledge.

Maconis, J. and Parillo, V. (2009) Cities and Urban Life: International Edition. London: Pearson.

Parker, S. (2015) Urban Theory and the Urban Experience (2nd ed). London: Routledge

1. **Learning and teaching methods**

22 hours contact time

Total study hours including weekly preparation and the research and writing of the extended essay involve approximately 128 hours, making an overall total of 150 hours for the module.

1. **Assessment methods**
	1. Assessment methods

Students will be assessed on the basis of one 3000-3500 word essay (40% of total weighting), seminar participation (20% of total weighting), and exam (40% of total weighting). This means that the coursework/exam split of the module will be 60/40. The essay will allow the students to demonstrate their understanding of the knowledge they have received through lectures and focused independent study. The final part of the coursework assessment, the mark awarded for seminar participation, is there to encourage students to prepare for, attend, and actively participate in seminar discussions. The mark for this element will be agreed between the seminar leader and module convenor in accordance with a set criteria involving checking individual students attendance, and observing their level of preparation for, and active participation in seminar discussions.

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| --- | --- |
| 1 x 3,000 – 5,000-word Essay | 40% |
| Seminar Participation | 20% |
| 1 x 2-hour Exam  | 40% |

* 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)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | x | x | x | x |  | x |
| Lecture | x |  | x | x |  |  |
| Seminar | x | x | x | x | x |  |
| **Assessment method** |  |  |  |  |  |  |
| Essay |  | x |  | x | x | x |
| Exam | x |  | x | x | x | x |
| Seminar participation | 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**

Short-term overseas students, not present in the exam period, will be given the alternative assessment of a second essay instead of the exam.

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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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