1. **Title of the module**

SOCI8230 (SO823) - Social Change & Political Order

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 7

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

20 credits (10 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**

Sociology MA

Political Sociology MA

International Social Policy MA

Criminology MA

Two year masters versions of the appropriate programmes listed above

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

8.1 Be able to demonstrate a critical understanding of the conditions of stability and legitimacy in liberal democratic states, and the various challenges and challengers thereto

8.2 Be able to make connections between theories of political stability and change developed in one period and place to events and processes in other places at other times

8.3 Be able to reflect critically upon arguments concerning the threats to democracy from various sources, and upon the relationship between social structure and processes and political institutions, processes and outcomes

8.4 Have gained a critical understanding of the legacies of historical processes and institutions upon contemporary political situations

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

9.1 Be able to demonstrate highly developed skills in presentation and debate, both verbal and written, and in utilization of research and statistical data

9.2 Have acquire advanced research skills through library investigation, critical debate and essay writing

9.3 Be able to synthesise and evaluate items of knowledge from different schools and disciplines of enquiry

1. **A synopsis of the curriculum**

This module examines how post-communist, transition and developing countries respond to the liberal democratic political order, critically exploring the economic, social and moral aspects of neo-liberalisation in the southern hemisphere. Notions of power, the state, class, agency and morality are central to considerations of social and political change. Several key topics, including gendered politics, state corruption, international aid, global finance and fraud, slums and migration, will be discussed. The module is interdisciplinary, giving students the opportunity to engage with key ideas and studies from sociology and political science to development studies and ethics. Each week students will explore a broad range of literature, spanning from political sociology to moral economy, so that students gain a deeper appreciation of people' politics and values in emerging and newly liberal societies.

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

Almond, G & Verba, S (1989) *The Civic Culture*, London: Sage

Almond, G & Verba, S (1989) (ed.) *The Civic Culture Revisited*, London: Sage

Lukes, S (2004) *Power: a radical view*, London: Palgrave Macmillan

Habermas, J (1975) *Legitimation Crisis*, Boston: Beacon Press

Moore, B (1993) *Social Origins of Dictatorship and Democracy*, Boston: Beacon Press

Poggi, G (1975) *The Development of the Modern State*, Stanford: Stanford University Press

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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

Coursework – essay (5000 words) – 100%.

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** |  | **X** | **X** |
| lectures | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay - 5000 words | **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 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.

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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) |
| January 1999 |  |  |  |  |
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Revised FSO March 2018