1. **KentVision Code and title of the module**

RSST6080 Sociology of Religion, Ethics and Belief

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

Arts and Humanities, Department of Religious Studies

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**

30 Credits (15 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** **and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Philosophy, Religion and Ethics

Also available as a ‘wild’ (elective) module choice.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate an understanding of the nature of sociology as a discipline;
   2. Demonstrate a critical appreciation of key sociological concepts and debates (e.g. in relation to structure and agency);
   3. Analyse how people’s lived forms of religion, ethics and belief may be shaped in relation to social structures and processes such as secularisation, individualisation, gender and class;
   4. Integrate clear descriptions of human experience, contexts, and practices with relevant sociological concepts and frameworks;
   5. Critically analyse how the place of religion, ethics and belief in the life of an individual can be understood with reference to processes of agency and structure.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Undertake fieldwork research in a sensitive and empathic way which demonstrates an understanding of core principles of ethical research;
   2. Undertake a proactive approach to searching for relevant academic literature in relation to the particular social contexts, structures or processes they are discussing;
   3. Identify relevant secondary data from non-academic sources which may help to set their analysis and argument in context.
3. **A synopsis of the curriculum**

The aim of this module is to enable students to think sociologically about the complex forms that religion, ethics and belief has in people’s lived experience. Whilst addressing key debates within the sociology of religion (e.g. secularisation, subjectivisation), it seeks to introduce students to core concepts and methods in sociology that will enable them to understand lived experiences and practices of religion, ethics and belief in terms of broader social structures and processes. Examples of issues covered in the module include: the nature of sociology as a discipline, macro and micro levels of analysis, the agency/structure debate and the nature of social structure, individualisation, and sociological perspectives on gender, class, emotion, materiality, lived ethics and the varying social forms and roles of belief. The significance of intersectionality between different social structures will also be discussed, and useful sources of secondary data (e.g. BRIN) will be explored. The central assessment task for the module – a case study presenting the sociological analysis of the nature and place of religion, ethics and belief in a particular individual’s life – brings these theoretical and methodological approaches together into a micro-level analysis of lived religion in a way that is informed by broader social and cultural structures. Examples of good writing in this style of sociological research are presented and explored through the module.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact hours**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

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

* Essay (2,000 words) – 20%
* Case Study (5,000 words) – 80%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Case Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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**

This module enables students to develop micro-sociological analyses of lived experiences of religion, ethics and belief situating this with reference to wider social structures and in relation to broader sociological debates such as the relationship between agency and structure. The essay enables students to engage with theoretical debates in sociology that can be applied to the wide range of international and cultural backgrounds from which students come. The case study then invites students to analyse data they have gained from an interview with an individual, situating this in the context of debates about wider social processes and structures relevant to that case. It is possible for students either to interview individuals they know from outside the UK (either through interviewing by Skype or other on-line tools, or through interviewing during their vacation period before the case study submission deadline), or for students to interview individuals who have experience of negotiating the transition between different national and cultural contexts through migration. Themes of migration and experience across different national contexts have often been explored in previous iterations of this module. The case study assignment is designed such that students are encouraged to make critical comments on existing theories concerning social structures and processes in relation to religion, based on the applicability of those theories to the particular national and cultural context they are writing about.

**DIVISIONAL USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/12/19 | Major | September 2020 | 1, 3, 8, 9, 12 | No |
| 17/02/2023 | Minor | 2023/24 | 1,7-8,10,14,17 | No |

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| Revised FSO Jan 2018 |