1. **Title of the module**

SOCI3360 (SO336): Sociology of Everyday Life

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)**

Level 4

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

15

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**

BA Sociology, BA Criminology, BA Social Policy and BA Cultural Studies

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Understand a wide range of topics which comprise contemporary sociology.
   2. Display knowledge of competing sociological arguments.
   3. Understand some of the controversies encountered by sociologists in order to promote critical thinking.
   4. Understand how the discipline of sociology focuses on the social circumstances which shape and influence our lives.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Conduct basic research by using library e-journals and other online resources.
   2. Display basic skills in regard to the organisation of information in a clear and coherent manner through essay writing and seminar-based group discussion.
   3. Demonstrate a basic understanding of theory and research.
   4. Analyse and utilise basic statistical data drawn from research and official sources at a basic level.
3. **A synopsis of the curriculum**

This course is designed to provide students with an introduction to the ways sociologists attempt to document and explain the social experience of everyday life. Each week the category of ‘social experience’ is held up for analytical scrutiny in relation to a particular component of ‘everyday life’. The course aims to illustrate the value of sociology for helping individuals to better understand the contents and conditions of their social experience of the world. It also aims to document the ways in which sociological theories and methods have developed in correspondence with the evolution of modern societies. The curriculum will include topics such as: Sex, Gender and Sexuality, Racial and Ethnic Identities, Risk and Society, Crime and Deviance, Health, Media, Religion or Family.

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

Fulcher, J. and Scott, J. (2007) *Sociology,* 3rd edition, Oxford: Oxford University Press.

Giddens, A. (2009) *Sociology*, 6th edition, Oxford: Polity.

Macionis, J. and Plummer, K. (2008) *Sociology: A Global Introduction*, London: Pearson.

Marsh, I. and Keating, M. (2009) *Sociology: Making Sense of Society*, London: Pearson.

1. **Learning and teaching methods**

Contact hours – 22

Private study – 128

Total study hours – 150

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

Coursework 60%

Essay (2000 words) 40%

Seminar Participation 20%

Exam 40%

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

* 1. Reassessment methods

13.2 00% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 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 |
| Seminar | X | X | X | X |  | X | X |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | X | X | X | X | X | X | X | X |
| Exam | X | X | X | X | X | X | X |  |
| Seminar participation | 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**

While content of the module is mainly focused on social issues in the UK, reference will be made to international examples.  All concepts covered in the module are internationally relevant.

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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) |
| 01/03/2018 | Minor | January 2019 | 13, 17 | Yes |
|  |  |  |  |  |