1. **Title of the module**

SOCI3450 (SO345) Sociological Perspectives and Concepts

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

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology, and Social Research)

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 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

None

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

BSc Social Sciences and BA Criminal Justice and Criminology – compulsory module

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

8.1 Understand a range of theoretical perspectives in sociology.

8.2 Understand how classical and contemporary sociological perspectives address key debates.

8.3 Understand key sociological concepts, such as class, gender and ‘race’.

8.4 Understand the importance and use of empirical evidence used in sociology.

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

9.1 Demonstrate communication skills, utilising empirical data and information technology as appropriate.

9.2 Demonstrate skills in information technology, including using virtual learning environments to develop essay writing.

9.3 Demonstrate skills in regard to the organisation of information in a clear and coherent manner.

9.4 Demonstrate an understanding of theory and research.

1. **A synopsis of the curriculum**

The module will discuss classical and contemporary sociological perspectives (including Marxism, Weberianism, feminism and Bourdieusian), examining how they address key sociological debates, such as modernity, social order, conflict, agency and power. The module will also discuss key sociological concepts (such as class, gender and ‘race’), explaining how they are used to understand social practices and structures in everyday life.

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

Jones, P., Bradbury, L. and Le Boutiller, S (2011), *Introducing Social Theory, 2nd Edition*, Cambridge: Polity

Macionis, J. and Plummer, K. (2012), *Sociology, 5th Edition*, Harlow: Pearson Education

Matthewman, S. *et al.* (2007), *Being Sociological*, Basingstoke: Palgrave

Ritzer, G. and Goodman, D. (2003), *Sociological Theory, 6th Edition*, Boston: McGraw-Hill

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework - Essay Plan (500 words) – 20%

Coursework - Argumentative Essay (2500 words) – 80%

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 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x |
| Lecture | x | x | x | x |  |  |  | x |
| Seminar | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay Plan (20%) | x | x | x | x | x | x | x | x |
| Argumentative Essay (80%) | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The Division/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**

Medway

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.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| July 2016 | Revision | September 2016 | N/K | N/k |
| 09/2021 EAP | Minor | September 2021-22 | 13.1, 14 | No |

Revised FSO Jan 2018