1. **Title of the module**

SOCI4080 (SO408) – Sociological Theory – The Classics

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)**

Spring term (term 2)

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

None

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

Sociology BA – compulsory

Sociology with a Year Abroad BA - compulsory

Criminology and Sociology BA - compulsory

Sociology and Social Policy BA - compulsory

Sociology with Quantitative Research BA - compulsory

Sociology and Economics BA - compulsory

English and American Literature and Sociology BA - compulsory

Law and Sociology BA/LLB - compulsory

Sociology and Politics BA - compulsory

Philosophy and Sociology BA - compulsory

Sociology and Social Anthropology BA - compulsory

Criminology BA - compulsory

Criminology and Cultural Studies BA - compulsory

Criminology with Quantitative Research BA - compulsory

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

8.1 A basic knowledge of key sociological theories and concepts in the ‘classical’ tradition.

8.2 An understanding of the historical contexts and problems for which theories are developed.

8.3 An understanding of the phenomena that theorists seek to explain.

8.4 An understanding of what theorists are treated as ‘classical’ within sociology and how the ‘canon’ has been critiqued.

8.5 An understanding of how theoretical ideas have shaped the discipline of sociology.

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

9.1 Demonstrate knowledge of the underlying concepts and principles associated with their area(s) of study and an ability to evaluate and interpret these within the context of that area of study.

9.2 Present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

1. **A synopsis of the curriculum**

This module provides an introduction to the major issues and controversies surrounding the definition, development and teaching of ‘classical’ social theory. It introduces students to the key problems that have set the agendas for sociological inquiry as well as the main concepts and theoretical traditions that have shaped sociological thought. A considerable debate surrounds the meaning of ‘classical’ social theory and what should be associated with this term. For some, ‘classical’ social theory refers to ideas developed by a generation of thinkers whose works belong to a particular period of our cultural/intellectual history (usually dated c.1880- c.1920). Others understand this as a label for ‘canonical’ texts that define the project and enterprise of sociology. For many, it simply means the works of Karl Marx, Émile Durkheim, Max Weber and Georg Simmel (the so-called ‘founding fathers’ of the discipline). Classical sociology has also been identified as a critical tradition of placing society in question so as individuals may be better equipped to understand how their personal troubles are the product of determining socio-economic structures and processes. Each of these approaches to understanding ‘classical’ social theory will be explored and analysed*.*

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

Adams, B. N. and Sydie, R. A. (2002) *Classical Sociological Theory*, Sage Publications

Allan, K. (2012 3rd edition) *Explorations in Classical Social Theory: Seeing the World*, Sage Publications

Ashley, D. and Orenstein, D. M. (2005) *Sociological Theory: Classical Statements* (6th edn*)*, Allyn & Bacon

Callinicos, A. (2007 2nd edition) *Social Theory: A Historical Introduction*, Polity

Craib, I. (1997) *Classical Social Theory: An Introduction to the thought of Marx, Weber, Durkheim, Simmel*, Oxford University Press

Dillon, M. (2010) *Introduction to Sociological Theory: Theorists, Concepts and their Applicability to the Twenty-First Century*, Oxford: Wiley-Blackwell

Hall, S. and Gieben, B. (1992) *Formations of Modernity*, Cambridge: Polity

Hughes, J. A. et al (1995) *Understanding Classical Sociology: Marx Weber Durkheim*, Sage Publications

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

Meghji, A. (2021) *Decolonizing Sociology: An Introduction,* Cambridge: Polity.

Morrison, K. (1995) *Marx Durkheim and Weber: Foundations of Modern Social Theory*, Sage Publications

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 - 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 | 8.5 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X |  |  |
| Lectures | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay plan (20%) | X | X | X | X | X | X | X |
| Essay (80%) | 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**

Canterbury

1. **Internationalisation**

The range of specific and 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) |
| 2013 | N/K | N/K | N/K | N/K |
| 09/2021 EAP | Minor | September 2021-22 | 11, 13.1, 14 | No |

Revised FSO Jan 2018