*s not form part of the specification and will not be published. The information on this sheet provides contextual and supporting information for the approval process and should provide answers to questions that commonly arise in the consideration of new and revised modules. Please type directly into the form, boxes will expand as needed.*

***NB: specifications with errors in formatting, typos and/or incorrect or incomplete templates will not be considered for approval until corrected.***

***For new modules complete Section A and for revised modules complete Section B. Complete Section C for any new/revised modules.***

***Section A – for new modules only***

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1. Title of module |  |
| 1. State which stage this module will be applicable to (information required by KentVision) |  |

***Section B – for revised modules only***

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1. Module Code |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Please indicate which sections of the specification have been revised. NB the approval panel will look at the whole specification and may comment on sections that have not been revised in this submission | | | | | | | | | |
| 1☐ | 2☐ | 3☐ | 4☐ | 5☐ | 6☐ | 4☐ | 8☐ | 9☐ | 10☐ |
| 11☐ | 12☐ | 13☐ | 14☐ | 15☐ | 16☐ | 17☐ | 18☐ | 19☐ | 20☐ |

***Section C – must be completed for all modules***

|  |  |  |
| --- | --- | --- |
| **Question** | **Answer** | |
| 1. Is this module (or any consequently withdrawn modules) compulsory in any courses? | | Tick if yes☐ |
| 1. Does the introduction of this module, or the withdrawal of other modules, potentially require changes to those courses? | | Tick if yes ☐ |
| 1. If so, are those potential changes the result of:   (i) Changes to the Learning Outcomes of this module? | | Tick if yes ☐ |
| (ii) Changes to the term(s) in which this module is delivered? | | Tick if yes ☐ |
| (iii) Changes to pre- and co-requisite modules? | | Tick if yes ☐ |
| (iv) Other (please specify) | |  |
| 1. If the answer to any of questions 5 to 7 is Yes - confirm that all the owners of the courses listed in section 7 of the specification have been informed | | Tick if yes ☐ |
| 1. Will any modules be withdrawn as a result of the introduction of this module to the module? *If yes, please provide the module code and title and information required (see* [*Annex B of the Code of Practice*](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses#annex-b)*)* | |  |
| 1. Are there any implications for learning resources, including staff, library, IT and space? If yes, please confirm the Division has considered and planned for the allocation of the resources required | | Tick if yes ☐ |
| 1. Term and year the new module will start | |  |
| 1. Date this version of the module specification was approved by the Board of Studies | |  |
| 1. Rationale: please provide any contextual information that will assist members of the approval panel who may not be familiar with the discipline and custom and practice in your Division |  | |
| 1. Please provide any additional information that may assist the approval panel, for example the rationale for assessment or an explanation of the learning and teaching methods if these vary from a commonly seen pattern |  | |
| 1. High risk of non-delivery: confirm that more than one person is available to teach this module and that the Divisional Plan includes consideration of resources, cover and succession planning |  | |
| 1. Division to confirm that consideration has been given to the title and curriculum description to ensure these are not overly constraining | | Tick if yes ☐ |
| 1. Does the change to the module represent a change to CMA ‘material information’? | | Tick if yes ☐ |
| 1. Please outline what changes are being proposed to the CMA material information and what steps are taken by the Division to minimise the disruption |  | |
|  |  |  |

***Please complete this proforma if this is a request for a module AMENDMENT. Delete it if this is NOT for an amendment and use the NEW module proforma on previous page***

**MODULE CHANGE REQUEST**

**Note : Date the changes take effect must be supplied in order for these changes to be made**

|  |  |
| --- | --- |
| **Question** | **Answer** |
| **Module Code:** |  |
| **Change Required:**  e.g. Module title/additional version/new delivery/new assessment pattern |  |
| **Current Module Title:** |  |
| **New Module Title:** |  |
| **Add a delivery Campus:** |  |
| **Change week beginning:**  e.g. Term 1, Term 2 , Terms 1-2 ( 24 week Module). If it is a non-standard period please state specific period that module will now run |  |
| **Credit Change From (To/From):** | **To From** |
| **Change to Assessment Pattern:** |  |
| **Change in reassessment method:** |  |
| **Date changes take effect:** |  |
| **Notes:** |  |

1. **Title of the module**

SOCI6011 (SO6011): ‘Selfies’: Individualization and Society

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 6

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 or Spring

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

None

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

Optional module with particular relevance to the BA (Hons) Sociology and can also be taken as a wild module.

1. **The intended subject specific learning outcomes.**  
   **On successfully completing the module students will be able to:**
   1. Demonstrate an in-depth understanding of the changing character and implications of individualization in contemporary society
   2. Demonstrate a critical and systematic knowledge of different forms of individualization in different societies, particularly the European, East Asian and American contexts, and understand why these have developed
   3. Achieve an in-depth and critical understanding of some of the key texts associated with the sociological understanding of individualization
   4. Critically analyse how social class, ethnicity, gender, age, and sexuality may influence the experience of individualization
   5. Achieve a sophisticated and nuanced understanding of how individualization can foster our ability to reflect upon our and others’ social experiences, and explore how problematic implications of individualization might be critically contested
2. **The intended generic learning outcomes.**  
   **On successfully completing the module students will be able to:**
   1. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;
   2. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
   3. Communicate information, ideas, problems, and solutions to specialist audiences;
3. **A synopsis of the curriculum**

This course will provide students with a sociological understanding of the changing and central importance of individualization for contemporary society, situated both in historical and global comparative terms. The fracturing of collective bonds and assumptions and the casting of individuals into a ‘life of their own making’ is driven by a combination of economic, technological and cultural forces and is becoming apparent across the globe. This has provoked concern with the implications for social order, mental health and even the future of families and populations. The neglected theme of individualization allows us to examine changing social norms, the changing boundaries of private and public, the management of social order and cohesion in increasingly diverse societies and how anxieties concerning these developments may be overstated or misplaced. At the same time, this module will also emphasize the importance of attending to the ethical and practical implications of unchecked individualization in a variety of contexts and through different case studies.

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

# Ishikawa, S. 2007. Seeking the Self: Individualism and Popular Culture in Japan. Frankfurt: Peter Lang.

Beck, U. and Beck-Gernsheim, E. 2002. *Individualization: Institutionalized Individualism and its Social and Political Consequences*, London: Sage Publications

Putnam, R. 2001. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.

Storr, W. 2017. Selfie. London: Picador.

Hansen, M. and Svarverud, R, 2010. *IChina: The Rise of the Individual in Modern Chinese Society*, Copenhagen: NIAS Press

1. **Learning and teaching methods**

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

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

40% Exam and 60% Coursework:

Essay – no more than 2,500 words: 50%

Seminar Participation: 10%

Exam (2 hours; closed book): 40%

* 1. **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 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study |  |  | X | X | X |  | X |  |
| Lectures |  |  | X | X | X |  |  |  |
| Seminars | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Exam | X | X | X | X |  | X | X |  |
| Essay | 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 where module will be delivered**

Canterbury

1. **Internationalisation**

The subject content has a strong international component with a comparative focus on Europe, East Asia and America.

**FACULTIES SUPPORT OFFICE 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) |
| 16/02/2018 | n/a | January 2019 | n/a | No |
|  |  |  |  |  |