1. **Title of the module**

SOCI6270 (SO627) Sociology of the Global South

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

School of Social Policy, Sociology and Social Research (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 term (term 1) or Spring term (term 2*)*

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

None.

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

BA (Hons) Sociology,

BA Sociology with Quantitative Research

All BA Sociology joint honours programmes.

BA Social Policy; BA Social Policy and Politics

Also available as a Wild Module for other social science programmes.

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

8.1 Critically discuss the historical context of contemporary dominance in sociological discourse by North American and European academia and its consequences.

8.2 Possess a systematic understanding of the key debates and main actors in (re)shaping a truly global sociology

8.3 Demonstrate critical understanding of key concepts, theories and methodological innovations emerging from the Global South and be able to use these ideas and methods to enrich their own sociological analysis in their third year dissertation.

8.4 Demonstrate an informed and critical appreciation of the ambiguity and limits of ‘global sociology’ and assess the strength and limitation of current mainstream sociological discourses*.*

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

9.1 Communicate ideas to both academic and general audiences using a range of methods.

9.2 Demonstrate critical thinking and evaluation, particularly on competing interpretations of social facts.

9.3 Frame social fact with more context-appropriate analytical approach and identify solutions.

9.4 Synthesise and evaluate knowledge from different disciplines and schools of thoughts.

1. **A synopsis of the curriculum**

The course aims to develop an empirically grounded and theoretically engaged understanding of how social experience from the Global South informs, corrects and extends contemporary sociological theorisation and norms of sociological investigation. The module consists of three parts: 1) By putting the Global South and its power struggle in historical context, the module starts with critical examination on the blind spots of our presumed ‘global’ or ‘cosmopolitan’ social outlook. It problematises the once taken-for-granted universality of Eurocentric norms and discusses what good social research should look like. It also provides in-depth critique on the socio-political limitations of alternative theorisation from the Global South. 2) After establishing a solid historical and conceptual understanding of key debates, this module uses region-specific lectures (e.g. China, India and Africa) to deepen understanding on the Global South’s views on universality and difference, resistance and subversion, national and transnational solidarities. 3) This module concludes with methodological and conceptual reflections on mainstream sociology.

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

Connell, R (2007) *Southern Theory: the global dynamics of knowledge in social science*, Cambridge: Polity

de Sousa Santos, B. (2014) *Epistemologies of the South: Justice Against Epistemicide*. London: Routledge.

Gilroy, P (2004) *After Empire: Melancholia or Convivial Culture?: Multiculture or Postcolonial Melancholia*. London, New York: Routledge.

Mignolo, W.D. and Walsh, C.E. (2018) *On Decoloniality*. Durham and London: Duke University Press

Modonesi, M. (2013) *Subalternity, Antagonism, Autonomy: Constructing the Political Subject*, London: Pluto Press

Morris, R. (2010) *Can the Subaltern Speak?: Reflections on the History of an Idea*. New York: Columbia University Press

Said, E.W. (1978) *Orientalism*. New York: Pantheon Books

1. **Learning and teaching methods**

Total contact hours: 22 hours

Total private study hours: 128 hours

Total module study hours: 150 hours.

1. **Assessment methods**

13.1 Main assessment methods

Coursework - Individual seminar presentation (10 minutes) – 20%

Coursework - Essay (3,000 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 |
| Lectures | X | X | X | X |  | X |  |  |
| Seminars | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Presentation (10 Minutes) | X | X | X | X | X | X | X |  |
| Essay (3000 words) | X | X | X | 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**

The content of this module speaks to students who are from and/or interested in how less developed or late developed countries contribute to our sociological understanding and theorisation of the contemporary world. The module is global in scope. It helps students to develop the ability to empathise with and speak to the struggles for a good life in different parts of the world, and to deepen their understanding of discourses from both Global North and Global South.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |