1. **KentVision Code and Title of the module**

SOCI6570 (SO657) – Digital Culture

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 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)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules and/or module restrictions**

Prerequisite modules:

**ONE** of

SOCI3370 (SO337) Fundamentals of Sociology

SOCSCI3360 (SO336) Sociology of Everyday Life

SOCSCI3370 (SO337) Modern Culture

SOCI3350 (SO335) Contemporary Culture and Media

**Note** this module **CANNOT** be taken with SOCI5990 (SO599) The Information Society and Digital Culture

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

Cultural Studies and Media BA

Cultural Studies joint-honours BAs

Criminology BA

Criminology joint-honours BAs

Sociology BA

Sociology joint-honours BAs

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

8.1 Describe and critically assess a range of theoretical accounts of the significance of the Internet and virtual environments in contemporary society.

8.2 Articulate the social, economic and cultural dimensions of digital culture. *This relates to programme outcomes covering knowledge and understanding of patterns of social diversity and inequality and their origins.*

8.3 Critically assess the ways in which digital culture has resulted in new forms of social cohesion and identity construction.

8.4 Demonstrate coherent knowledge of contemporary ideas about: (1) the development of capitalism and the knowledge economy, (2) theories of the body, identity and representation, which are challenged by the use of the Internet and (3) examples of digital cultures and subcultures and how they epitomise the above.

8.5 Provide first-hand accounts and experiences of digital culture through online exercises and the use of Moodle.

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

9.1 Gather and synthesise information and theoretical knowledge from a range of different schools of thought and disciplines of inquiry. *These contribute to the development of key skills in communication, and problem solving.*

9.2 Demonstrate basic research and organisation skills through library and online investigation, critical debate, and essay writing. *These develop key skills in communication and the use of information technology.*

9.3 Demonstrate skills of presentation and debate. *Seminar participation will encourage student’s ability to understand and communicate theoretical material to others. This aims to help develop an ability to communicate and work with others.*

1. **A synopsis of the curriculum**

This module will examine the impact of digital technology on our social and cultural lives. It will concentrate on how the Internet in particular has challenged some of our more traditional notions of identity and self, the body, relationships, community, privacy, politics, friendship, war and crime, economics, among others. Lectures will show how some of the basic components of culture such as notions of identity, space, the body, community, and even the very notion of what it is to be human, have been complicated by the rise of virtuality and cyberspace. We will also examine these issues through case study phenomena unique to digital culture, currently including gaming, music, cybersex and social networking

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

Siapera, E (2011) *Understanding New Media*, London, Sage.

Miller V (2011) *Understanding Digital Culture*. London: Sage

Bell D *(2001) Introduction to Cyberculture*. London: Routledge*.*

Fuchs, C. (2014*) Social Media: A Critical Introduction.* London: Sage

Castells M (2000-2003) *The Information Age Vols 1-3. Blackwell*

Flew T (2002) *New Media: An Introduction*. Oxford University Press

Athique, A. (2013) *Digital Media and Society: An Introduction*. Cambridge; Polity*.*

Barney, Darin. (2004) *The Network Society*. Cambridge: Polity.

Wandrip-Fruin N & Montford N (eds) (2003) *The New Media Reader*. MIT press

1. **Contact hours**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework - Seminar participation - 20%

Coursework - Essay (3000 words) - 30%

Examination (2 hours) - 50%

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 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study |  | X | X |  |  | X | X |  |
| Lectures | X | X | X | X | X | X |  |  |
| Seminars | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Seminar participation (20%) | X |  | X | X | X | X | X | X |
| Essay (30%) | X | X | X |  | X | X | X |  |
| Examination (50%) | 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 discussion and application of the module topics is undertaken in an international context. 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) |
| 2007 | N/K | 2007 Autumn | N/K | N/K |
|  |  |  |  |  |

Revised FSO Jan 2018