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1. **Title of the module**

SOCI8380 (SO838) - The Idea of Civil Society

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

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 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 programmes of study to which the module contributes**

Civil Society, NGO and Non-profit Studies MA compulsory module

Option module for some other SSPSSR taught master degrees including

Sociology MA

And where appropriate two year master degree versions of the above programmes

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

8.1 Understand how the idea of civil society has been approached and utilised by some of the most significant social and political analysts.

8.2 Assess why key social science thinkers have deployed accounts of ‘civil society’ or related constructs as part of their social and political framework, and how and in what respects this particular component strengthens and deepens, or weakens and challenges, their overall analysis.

8.3 Evaluate how these contrasting formulations relate to on other in terms of ideational scope, content and emphasis.

8.4 Understand the relevance of these formulations to the contemporary challenges of civil society.

8.5 Critically assess how this range of meanings of civil society have been applied by current theorists and empirical researchers.

8.6. Assess the value of the range of research methods deployed by the key thinkers themselves, and their contemporary interpreters appropriate to the study of this field.

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

9.1 Communicate, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally.

9.2 Develop the application of theory ad research evidence to understanding of key issues in welfare and social policy

9.3 Work with others by co-operating on seminars and expressing reasoned arguments orally.

9.4 Develop argumentation: they will develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format

9.5 Undertake desk-based research. Students will be able to gather library and web-based resources appropriate for postgraduate study; make critical judgements about their merits and use the available evidence to construct a developed argument to be presented orally or in writing.

1. **A synopsis of the curriculum**

The module provides an up to date overview of how key social science thinkers from across the social sciences have understood and analysed the relevance and contribution of civil society in their models and theories. It explores how contemporary scholars have continued to use their ideational frameworks to explore current social, political and economic problems and issues. It starts by acknowledging some of the key antecedents to contemporary notions of civil society in classical and pre-modern thought, and then systematically reviews how leading theorists of, and commentators on, post Enlightenment social and political developments have defined this sphere, and accounted for its roles and contributions in their formulations. Most of these writers have crossed what we now think of as disciplinary boundaries, and include: Adam Ferguson; Alexis de Tocqueville, G.W.F. Hegel, Karl Marx, Max Weber, Emile Durkheim, Antonio Gramsci, Jurgen Habermas, Pierre Bourdieu and Michel Foucault. In each case, their basic socio-political models are reviewed, their accounts of civil society explicated and critiqued, and the applications of their contemporary interpreters to civil society issues explored.

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

Alexander, J. (2006), *The Civil Sphere*, Oxford University Press.

Cohen, J. and Arato, A. (1992), *Civil Society and Political Theory*, the MIT Press.

Deakin, N. (2001), *In Search Of Civil Society*, Palgrave.

Edwards, M. (2009)*, Civil Society*, Polity.

Ehrenberg, J. (1999), *Civil society: the Critical History of an Idea*, New York University Press

Hall, J.A. and Trentmann, F. (2005), *Civil Society: A Reader in History, Theory and Global Politics,* Palgrave.

Hodgkinson, V. and Foley, M.W., (2003*), The Civil Society Reader*, University Press of New England for Tufts University.

Kaviraj, S. and Khilnani, (2001), *Civil Society: History and Possibilities*, Cambridge University Press.

Keane, J. (1988), *Civil Society and the State*, Verso

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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

Coursework assignment 1 – essay (1500 words) – 30%

Coursework assignment 2 – essay (5,000 words) – 70%

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)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 (essay) - 1500 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assignment 2 (essay) – 4000 words  | **X** | **X** | **X** | **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 discussion and application of the module topics is undertaken in an international context and the models and theories reviewed have international relevance. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2011 | N/K | September 2011 | N/K | N/K |
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Revised FSO March 2018