1. **Title of the module**

SOCI8670 (SO867) – Foundations of Sociology

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**

Sociology MA

Two year Master’s in Sociology MA

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

8.1 have acquired a clear understanding of the historical foundations and social formation of sociology

8.2 be able to identify and critically discuss the sociological visions and ideological values that underpin contemporary sociological theories of modern societies

8.3 be able to communicate in written form the complexities of current sociological debates in modern societies

8.4 have developed their ability to present sociologically reasoned arguments

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

9.1 Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in utilization of research and empirical data

9.2 Be able to synthesize complex theoretical items of knowledge from different schools and disciplines of enquiry

9.3 Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing

9. Demonstrate advanced research skills including the ability to identify a research question and to answer it by gathering and analysing appropriate data and information from a variety of secondary and some primary sources

9.5 Be able to understand the nature and appropriate use, including the ethical implications, of diverse social research strategies

9.6 Distinguish between technical, normative, moral and political questions

1. **A synopsis of the curriculum**

This course is designed to provide a guide to the foundations of sociology by exploring the most influential traditions of writing in the discipline and examining how these were forged on the basis of an ongoing dialogue with the legacy of the Enlightenment. After situating sociology in its historical, philosophical and theological contexts, the course analyses how the founders of the discipline developed a series of a competing visions of those processes elementary to social and moral life. Focusing mainly on the French and German traditions of sociology, but also incorporating the British tradition, we progress by examining the tensions that have arisen between collectivist visions of the social whole and competing conceptions of voluntarist inter/action, before focusing on Parsons’s attempt to reconcile these approaches within an overarching conception of ‘the sociological tradition’. The second part of the course moves away from these classical visions of sociology to those post-classical attempts to reconstruct the discipline on the basis of alternative concerns such as conflict, culture and post-modernity. Here we study a number of perspectives that have contributed to a fragmentation of the discipline. Whilst most sessions are concerned with debating the dominant theoretical interests that have defined the discipline, others are devoted to investigating key junctures in the development of methodology and research practice. The course aims to provide students with critical insights into the ways in which sociology has been configured as a discipline in response to key junctures in its history.

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

Abrams, P. (1968) *The Origins of British Sociology 1834-1914*, Chicago

Collins, R. (1985) *Four Sociological Traditions*, Oxford

Gouldner (1970) *The Coming Crisis of Western Sociology*, Heinemann

Gouldner, A. (1973) *For* *Sociology: Renewal and Critique in Sociology Today*, Penguin

Halsey, A. H. (2004) *A History of Sociology in Britain*, Oxford

Lemert, C. (1995) *Sociology After the Crisis*, Westview

Levine, D. N. (1995) *Visions of the Sociological Tradition*, Chicago

Nisbet, R. (1993 [1966]) *The Sociological Tradition*. New Bruswick, NK.: Transaction. Ch.2.

Shilling, C. & Mellor, P.A. (2001) *The Sociological Ambition*. London: Sage. Chapter 1.

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 – essay (4000 words) – 85%

Coursework -Seminar participation - 15%

13.2 Reassessment methods

Reassessment instrument -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* | *9.5* | *9.6*  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay – 4,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar participation | **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 module explores the development of sociology in a European as well as British context. The range of generic skills developed are applicable to international contexts and the specific skills have potential international relevance.

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**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) |
| Sept 2006 | Original spec |  |  |  |
| April 2013 | Revision | September 2013 | N/K | N/K |

Revised FSO Feb 2018