1. **Title of the module**

SOCI8850 (SO885) - Social Suffering

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

Civil Society, NGO and Non-Profit Studies MA

International Social Policy MA

Criminology MA

Criminology with a term Abroad MA

Methods of Social Research MA

Two year masters versions of the appropriate programmes listed above

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

8.1 Be able to identify and understand the place of ‘social suffering’ in sociological theory and research

8.2 Research and access the main sources of information relevant to debating critical issues in sociology, social policy and cultural anthropology.

8.3 Identify and evaluate the main theoretical perspectives that are applicable to the study of ‘social suffering’

8.4 Provide a reasoned and justified point of view on issues relating to problems of ‘social suffering’ in contemporary social science.

8.5 Be aware of the limitations of present knowledge and matters needing to be resolved by further research.

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

9.1 Gather appropriate library and web-based recourses, make judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing.

9.2 Demonstrate skills in interpreting and analysing research data and official statistics.

9.3 Understand empirical research, assessing its merits and using it to construct an argument.

9.4 Understand the relationship between theoretical analysis and empirical research and able to comment on the uses and limitations of the latter.

1. **A synopsis of the curriculum**

Social suffering’ is a concept that refers us to the social causes of human suffering. It also alludes to the ways suffering takes place as a social experience. Research and writing on social suffering is an interdisciplinary field of inquiry that combines the social sciences, humanities and medical science. This course provides an overview of the history, theoretical development and sociological responses to social suffering. It reviews many controversies connected to the values featured in social inquiries dedicated to understanding and resolving problems of social suffering. This involves an investigation of modern humanitarianism and the cultural politics of compassion. The course explores the connections between modern humanitarianism and the development of social science. It profiles the value of humanitarian endeavour within the practice of social inquiry. In these settings, it aims to involve students in debates over the historical formation of western social science, the development of social theory, the validation of methods of social investigation and the politics and moralities of social science.

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

Bourdieu. P., et al. (1999) *The Weight of the World: Social Suffering in Contemporary Life,* Cambridge Polity Press

Das, V., Kleinman, A., Ramphele, M., Lock, M. and Reynolds, P. (eds) (2001) *Remaking a World: Violence, Social Suffering and Recovery*, Berkeley: University of California Press

Kleinman, A. Das, V. and Lock, M. (eds) (1997) *Social Suffering*, Berkeley: University of California Press

Renault, E. (2009) *The* Political Philosophy of Social Suffering, in B. de Bruin and C. Zurn (eds) *New Waves in Political Philosophy*, Basingstoke: Palgrave

Wilkinson, I. (2005) *Suffering: A Sociological Introduction*, Cambridge: Polity Press (Introduction and chapter 4)

Wilkinson, I (2006) *Health Risk and Social Suffering*, Health Risk & Society, 8(1):1-8

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 (5,000 word essay) – 100%

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* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay – 5000 words | **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. The range of generic skills which will be 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) |
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Revised FSO March 2018