



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations in Social Theory				
Module Code	UZSNLF-30-1	Level	1	Version	6
Owning Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	BA(Hons) Sociology BA (Hons) Criminology BA (Hons) Sociology and Criminology BA (Hons) Sociology with Criminology BSc (Hons) Sociology with Psychology BSc (Hons) Psychology with Sociology BA (Hons) Criminology with Sociology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of key concepts and theoretical approaches in the classical and modern sociological traditions (Components A & B) • Demonstrate the capacity to identify the key substantive aspects of modernity addressed by the key sociological thinkers (Components A & B) • Demonstrate an understanding of the relationship between sociological argument and evidence (Components A & B) • Demonstrate the ability to articulate the distinctive character of sociology in relation to other forms of understanding such as its relationship to other disciplines and lay explanations (Components A & B)

	<ul style="list-style-type: none"> • Demonstrate the capacity to identify the limitations and shortcomings of classical and modern social theory (Components A & B)
Syllabus Outline	<ul style="list-style-type: none"> • The Enlightenment and the development of modern social science. • Modernity and the development of modern social science. • The development of classical sociology <ul style="list-style-type: none"> ○ The Sociology of Karl Marx ○ The Sociology of Emile Durkheim ○ The Sociology of Max Weber • Key paradigms in modern social theory. This could include contributions such as: <ul style="list-style-type: none"> ○ Structural Functionalism including the work of Talcott Parsons ○ Interactionism including the work of Irving Goffman • Critiques of modern social theory. This could include contributions such as: <ul style="list-style-type: none"> ○ Neo-Marxism ○ Critical Theory ○ Feminism
Contact Hours	There are three contact hours per week, a weekly lecture and a two hour workshop.
Teaching and Learning Methods	<p>This module has been developed to facilitate and support the acquisition of subject knowledge, sociological understanding and a range of intellectual and practical skills. Teaching and learning methods will encourage both individual and group learning and supports the development of a range of practical and transferable skills. Lectures focus on the dissemination of disciplinary knowledge and workshops provide students with opportunities to share knowledge and to enhance their understanding of sociological concepts, theoretical traditions and substantive areas of social scientific enquiry. There is an expectation that in addition to the scheduled contact hours, students will undertake self-directed, independent, study. Teaching and learning are supported by Blackboard which provides on-line and remote access to teaching and learning resources and a platform for student assessment and feedback.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Module Set - Module data			
Credits for this module			30
Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
72	228	0	300



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: A series of 5 In-class (controlled conditions) tests – the best three will form the overall mark.

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
	100%

Reading Strategy

Core readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.

Access and skills

Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages.

Allan, K. (2005), *Explorations in Classical Sociological Theory: Seeing the Social World*. London: Sage.

Bronner, E. (2011) *Critical Theory: A Very Short Introduction*. Oxford: Oxford University Press.

Donovan, J. (2012) *Feminist Theory: The Intellectual Traditions*. London: Continuum.

Elliot, A. (2008) *Contemporary Social Theory: An Introduction*. London: Routledge.

Fulcher, J. and Scott, J. (2012) *Sociology*. 4th ed. Oxford: Oxford University Press

Harrington, A. (2004) *Modern Social Theory: An Introduction*. Oxford: Oxford University Press.

Loomba, A. (2007) *Colonialism/Post-Colonialism*. London: Routledge.

Mills, S. (2003) *Michel Foucault*. London: Routledge.

Morrison, K. (2006) *Marx, Durkheim, Weber: Foundations of Modern Social Thought*. 2nd ed. London: Sage.

Tucker, K. (2001) *Classical Social Theory: A Contemporary Approach*. Oxford: Blackwell.

Part 3: Assessment

Assessment Strategy

The assessment strategy for this module offers opportunities for learning from both summative and formative assessments. Enquiry Based Learning (EBL) is the pedagogic approach used on this module. The workshop format underpinning EBL provides safe spaces for individual and group learning via student-led activities. In this context, formative assessment includes both lecturer and peer evaluation of individual research practices, inter-group communications and intra-group processes. EBL offers opportunities to integrate the features of formative assessment holistically, by creating learning environments which promote social learning, dialogue and varied embedded feedback opportunities

The assessment in semesters one and two will be a series of in class tests on describing, understanding and assessing key concepts from the five different substantive content blocks of the course. The tests will be a mix of multiple choice questions and short essay questions. Each test will be in-class and we will take the three best test marks to form the whole of the mark for this component. The assessment in semester two will be a 2500-word essay. This assessment will test the ability of students to understand and articulate sociological concepts and theories and apply these

	concepts and theories to substantive areas of social scientific enquiry. The formative elements of repeated testing include the development of skills in answering questions succinctly and with clarity and ability to evidence increasing confidence in applying knowledge and understanding under controlled conditions.
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Identify final assessment component and element			
% weighting between components A and B (Standard modules only)	A:	B:	
	50	50	
First Sit			
Component A (controlled conditions) Description of each element			Element weighting (as % of component)
1. In Class Tests (5 tests x 40 minutes; three best marks count)			100
Component B Description of each element			Element weighting (as % of component)
1. Essay (2000 Words maximum)			100

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element			Element weighting (as % of component)
1. Exam (2 hours)			100
Component B Description of each element			Element weighting (as % of component)
1. Essay (2000 Words maximum)			100
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			

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First CAP Approval Date	28/3/2014		
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RIA 12302			