



MODULE SPECIFICATION

Part 1: Information			
Module Title	Stop, Look, Listen! A Sociology of Culture		
Module Code	UZSNQH-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Sociology and Criminology
Department	HAS Dept of Health & Social Sciences		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: The syllabus is built around 4 blocks:</p> <p>Block 1: High and Mass Cultures - this block acts as an introduction to Cultural Sociological and Theory based around the mapping of contemporary culture industries and historical sociological debates around the relationship between high and mass cultures</p> <p>Block 2: Musical Cultures - this block focuses on the sociology of popular music as a way of grounding cultural sociology and theory within accessible case study</p> <p>Block 3: Researching Cultures - this block will focus upon practical methods of cultural and visual research and analysis</p> <p>Block 4: Contemporary and Gaming Cultures - this final block will focus upon a range of contemporary cultural trajectories and their implications for debates around high and mass culture. We have a particular focus here on New technology, the internet and Gaming Cultures.</p>

STUDENT AND ACADEMIC SERVICES

Teaching and Learning Methods: Scheduled learning will revolve around a 2 hour lectorial session which combines the functions of a formal lecture with more informal time for tutorials and interactivity. This will be accompanied by a weekly one hour seminar session as a way of reinforcing learning. This is further reinforced through the Blog assessment which also functions as a virtual form of seminar through peer discussion.

Contact Hours: 3 hours per week – a 2 hour lectorial session accompanied by a 1 hour seminar.

Part 3: Assessment

Assessments are designed to feed into the Faculty's strategy around TEL and the subject group's desire to reinforce cohort identity and introduce practical research skills and innovations on visual and aural culture into teaching, learning and assessment.

Students will be asked to complete an individual Pechakucha focusing on how the Cultural theory that we have engaged with in Term one can help us understand and assess the social and cultural impact of any of the following: a cultural phenomena, a commodity, a product, a social trend or any element of cultural life. This presentation will have an audio narration throughout and will have 20 slides creatively representing the links between the Cultural Theory and the example that you have chosen to focus on. A Pechakucha is a presentation method of 20 slides presented in 20 seconds per slide that visually and through narration tells the research story in a concise and precise manner. This will be an online assessment to be handed in at the end of January. The rationale for this is:

It encourages IT and presentation skills and fits the TEL agenda;

It requires thoughtful and creative individual work, combining the theoretical work with creative and concise narration and visual depiction of a cultural phenomena;

It requires that students have to present fluently, but concisely to time, turning research into a precise but creative visual report;

It is a portable form of presentation which can be disseminated easily to the outside world as examples of the sort of innovation work we are doing with sociology undergraduates.

The other 50% is participation in an online cultural blog. Students will be expected to participate and facilitate an online blogging community on contemporary culture, cultural theory and their own cultural consumption which will operate until the end of the second teaching block. Students will be awarded an individual marks based on the quality, quantity and creativity underpinning their participation. The module leader will be attached to each blog as a method of facilitating discussion and as a way of formative assessment. Triggers embedded within the syllabus will mean that students will be able to reflect upon their own consumption and wider cultural trends as they learn about relevant cultural theory creating a symbiosis of theory and practice. The blog will also help to build cohort identity; enhance IT, expressive writing and debating skills and brings the module in-line with the broader TEL agenda in the University. This assessment will be handed in at the end of term two or beginning of term three.

For the resit, Component B will comprise of a 3,000 word reflective statement concerning ways in which the module has changed the student's understanding of cultural practices and industries.

First Sit Components	Final Assessment	Element weighting	Description
Online Assignment - Component A		50 %	Individual 20 Slide Pechakucha presentation on practical cultural analysis
Online Assignment - Component B	✓	50 %	Individual participation in Cultural Blog
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	50 %	3,000 word reflective statement
Online Assignment - Component A		50 %	Individual 20 Slide Pechakucha presentation on practical cultural analysis

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Part 4: Teaching and Learning Methods																			
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>An advanced appreciation of the relationship between selected aspects of culture, self and sociological theory</td> <td>MO1</td> </tr> <tr> <td>An advanced understanding of the sociologies of a number of different areas of the arts</td> <td>MO2</td> </tr> <tr> <td>An advanced knowledge of the contribution that social theory plays in understanding cultural practices</td> <td>MO3</td> </tr> <tr> <td>Advanced skills in methods of cultural analysis</td> <td>MO4</td> </tr> <tr> <td>An advanced awareness of contemporary directions and debates with the sociology of culture</td> <td>MO5</td> </tr> <tr> <td>The ability to present information about the sociology of culture, cultural analysis and the cultural realm in a concise manner using powerpoint PechaKucha</td> <td>MO6</td> </tr> <tr> <td>The ability to work together as part of a cultural research team</td> <td>MO7</td> </tr> <tr> <td>The ability to participate in and facilitate an online blog</td> <td>MO8</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	An advanced appreciation of the relationship between selected aspects of culture, self and sociological theory	MO1	An advanced understanding of the sociologies of a number of different areas of the arts	MO2	An advanced knowledge of the contribution that social theory plays in understanding cultural practices	MO3	Advanced skills in methods of cultural analysis	MO4	An advanced awareness of contemporary directions and debates with the sociology of culture	MO5	The ability to present information about the sociology of culture, cultural analysis and the cultural realm in a concise manner using powerpoint PechaKucha	MO6	The ability to work together as part of a cultural research team	MO7	The ability to participate in and facilitate an online blog	MO8
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/uzsnqh-30-3.html</p>																		

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Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Sociology [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

Criminology and Sociology [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

Psychology with Sociology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Criminology with Sociology [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

Sociology with Criminology [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19