



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Stop, Look, Listen! A Sociology of Culture				
Module Code	UZSNQH-30-3	Level	3	Version	2.1
Owning Faculty	Health and Applied Science	Field	Sociology and Criminology		
Contributes towards	BA (Hons) Sociology 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	N/A	
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	28/03/2014
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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"> <li>• An advanced appreciation of the relationship between selected aspects of culture, self and sociological theory (Components A and B);</li> <li>• An advanced understanding of the sociologies of a number of different areas of the arts (Components A and B);</li> <li>• An advanced knowledge of the contribution that social theory plays in understanding cultural practices (Components A and B);</li> <li>• Advanced skills in methods of cultural analysis (Components A and B);</li> <li>• An advanced awareness of contemporary directions and debates with the sociology of culture (Components A and B).</li> <li>• The ability to present information about the sociology of culture, cultural analysis and the cultural realm in a concise manner using powerpoint-PechaKucha (Component A)</li> <li>• The ability to work together as part of a cultural research team (Component A)</li> <li>• The ability to participate in and facilitate an online blog (Component B)</li> </ul>

Syllabus Outline	<p>The syllabus is built around 4 blocks:</p> <p><b>Block 1: High and Mass Cultures</b> - 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><b>Block 2: Musical Cultures</b> - this block focuses on the sociology of popular music as a way of grounding cultural sociology and theory within accessible case study</p> <p><b>Block 3: Researching Cultures</b> - this block will focus upon practical methods of cultural and visual research and analysis</p> <p><b>Block 4: Contemporary Cultures</b> - this final block will focus upon a range of contemporary cultural trajectories and their implications for debates around high and mass culture</p>																
Contact Hours	3 hours per week – a 2 hour lectorial session accompanied by a 1 hour seminar.																
Teaching and Learning Methods	<p><b>Scheduled learning</b> 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.</p>																
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="424 1189 1402 1536"> <thead> <tr> <th colspan="4">Information Set - Module data</th> </tr> <tr> <th colspan="4">Credits for this module</th> </tr> <tr> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p>	Information Set - Module data				Credits for this module				Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	72	228	0	300
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Reading Strategy	<p><b>Core readings</b> Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print 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.</p> <p><b>Further readings</b> Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p><b>Access and skills</b> The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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.</p>																				
Indicative Reading List	<p>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. However, as indicated above, current advice on readings will be available via the module guide.</p> <p>Alexander, V. (2003) <i>Sociology of the Arts</i>. Oxford: Wiley-Blackwell.  Lewis, J. (2011) <i>Cultural Studies</i>. London: SAGE  Longhurst, B. (2007) <i>Popular Music and Society</i>. 2nd ed. Cambridge: Polity Press  Rose, G. (2011) <i>Visual Methodologies</i>. 3rd Ed.. London: SAGE.  Strinati, D. (2004) <i>An Introduction to Theories of Popular Culture</i>. 2nd ed.. London: Routledge.  Walton, D. (2008) <i>Introducing Cultural Studies</i>. London: SAGE</p>																				

### Part 3: Assessment

Assessment Strategy	<p>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.</p> <p>Students will be allocated into 'research teams' of around 5 students (there will be a January transfer window when mutual swaps can be arranged). The teams will produce 2 group PechaKucha 20X20 presentations (<a href="http://www.pecha-kucha.org/what">http://www.pecha-kucha.org/what</a>), one in December and the other at the end of the module. These will be held as in class events. PechaKucha is an innovative form of powerpoint presentation inspired by Japanese business practice. This takes the form of 20 powerpoint slides timed for 20 seconds each with an embedded oral narration – essentially a mini powerpoint based movie. The rationale for this is:</p>
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	<ol style="list-style-type: none"> <li>1. It encourages IT and presentation skills and fits the TEL agenda</li> <li>2. It requires team-working and facilitation skills building into this an element of cohort identity building</li> <li>3. It requires that students have to present fluently, but concisely to time, turning research into a precise but creative visual report</li> <li>4. 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</li> </ol> <p>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 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 an as a way of formative assessment. Triggers embedded within the syllabus will mean that students will be able to reflect upon their own consumption 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.</p>
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Identify final assessment component and element		
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> <b>50</b>	<b>B:</b> <b>50</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Group PechaKucha presentation I	100 (The better mark of element 1 or 2 shall count)	
2. Group PechaKucha presentation II		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Individual participation in Cultural Blog	100	
2.(etc)		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Individual 20 minute presentation and Viva Voce on practical cultural analysis	100	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 3,000 word reflective statement concerning ways on which the module has changed the student's understanding of cultural	100	

practices and industries.	
2.(etc)	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	