




### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Seeing and Society: Applied Visual Sociology				
Module Code	UZSRUL-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Sociology & Criminology		
Department	Health and Social Sciences				
Contributes towards	BA (Hons) Sociology; BA (Hons) Sociology (with Foundation Year); BSc (Hons) Sociology with Psychology; BSc (Hons) Sociology with Psychology (with Foundation Year); BA (Hons) Criminology and Sociology; BA (Hons) Criminology and Sociology (with Foundation Year); BSc (Hons) Psychology with Sociology; BSc (Hons) Psychology with Sociology (with Foundation Year)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2016		Valid to		

<b>CAP Approval Date</b>	24/03/2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>This module provides students with a training in applied visual sociology – its media, methods, analyses and tools. On successful completion of this module students will be able to:</p> <p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Demonstrate an advanced knowledge and practical understanding of visual sociology and its media/texts, tools, methods and social scientific context (Components A and B);</li> <li>• Demonstrate knowledge of how to create, communicate and disseminate visual sociology outputs appropriately (Components A and B);</li> </ul> <p>Intellectual skills</p> <ul style="list-style-type: none"> <li>• Understanding the ethical and legal issues that impact on applied visual sociology practice (Component A);</li> <li>• Construct appropriate sociologically informed questions through visual methods (Components A and B).</li> </ul>

	<p>Professional and Practice skills</p> <ul style="list-style-type: none"> <li>• Plan, create and present visual sociology outputs in the form of a storyboard and short film (Components A and B);</li> <li>• Translate sociological discourses into coherent and creative visual languages and vice-versa (Component B);</li> </ul> <p>Transferable skills</p> <ul style="list-style-type: none"> <li>• Create and present a plan of social scientific work using appropriate digital and visual technologies (Component A);</li> <li>• Create, present and disseminate significant and original visual output using appropriate AV technologies and software (Component B);</li> </ul>
Syllabus Outline	<p>There are 4 major teaching blocks/themes:</p> <ol style="list-style-type: none"> <li>1. <i>Understanding Images</i></li> <li>2. <i>Making Images</i></li> <li>3. <i>Analysing Images</i></li> <li>4. <i>Using Images</i></li> </ol> <p>These are as follows:</p> <ol style="list-style-type: none"> <li>1. <i>Understanding Images</i>: This acts as an advanced introduction to visual sociology including theories concerning still and moving images as material objects, media and forms of sociological practice.</li> <li>2. <i>Making Images</i>: This is a practical and creative introduction to creating still and moving images for sociological research.</li> <li>3. <i>Analysing Images</i>: A sociological and cultural introduction to the analysis of images and how these tools can be used in practical ways to produce visual sociology outputs.</li> <li>4. <i>Using Images</i>: How to manipulate, edit and present visual data for sociological research and create finished outputs.</li> </ol>
Contact Hours	72 hours contact in the form of face to face teaching, practical skills, case study based learning and trouble-shooting tutorials.
Teaching and Learning Methods	<p>2 Hour Weekly Lectorial/Workshop session accompanied by 1 hour weekly seminar/tutorial sessions for 3 hours weekly contact time.</p> <p>The Lectorial sessions are flexible to allow the dissemination of intellectual and practical skills/exercises – e.g., using cameras for interviewing – and watching visual sociological texts depending upon the topic. This will be accompanied by a flexible seminar session which in semester one and the early part of semester two will be largely taught sessions. These will then become practical and applied tutorial sessions to facilitate the making and trouble-shooting of the videos for the assessment (Component B).</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.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300
				

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

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
	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**

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

### **Access and skills**

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information, research and visual sociological skills introduced at Levels 1 and 2. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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

### **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.

	<p><i>Current</i> advice on additional reading will be available via the module handbook and Blackboard pages.</p> <p>Banks, M, and Zeitlyn, D. (2015) <i>Visual Methods in Social Research</i>. 2<sup>nd</sup> ed. London: Sage.</p> <p>Barber, S. (2015) <i>Using Film as a Source</i>. Manchester: Manchester University Press.</p> <p>Berger, J. (1990) <i>Ways of Seeing</i>. Harmondsworth: Penguin.</p> <p>Harper, D. (2012) <i>Visual Sociology</i>. London: Routledge.</p> <p>Lindemuth, K. (2010) <i>The Documentary Moviemaking Course</i>. London: Methuen Drama</p> <p>Marion, J.S. and Crowder, J.W. (2013) <i>Visual Research</i>. London: Bloomsbury Academic.</p> <p>Mercado, G. (2010) <i>The Filmmaker's Eye</i>. Abingdon: Focal Press.</p> <p>Monaco, J. (2000) <i>How to Read a Film</i>. New York: OUP.</p> <p>Murch, W. (2001) <i>In the Blink of an Eye</i>. Los Angeles, Ca.: Silman-James Press.</p> <p>Pink, S. (ed) (2012) <i>Advances in Visual Methodology</i>. London: Sage.</p> <p>Pink, S. (2013) <i>Doing Visual Ethnography</i>. 3rd ed. London: Sage.</p> <p>Pink, S. (2015) <i>Doing Sensory Ethnography</i>. 2<sup>nd</sup> ed. London: Sage.</p> <p>Rabiger, M. (2014) <i>Directing the Documentary</i>. 6<sup>th</sup> ed. Abingdon: Focal Press.</p> <p>Rose, G. (2011) <i>Visual Methodologies</i>. 3<sup>rd</sup> ed. London: Sage.</p> <p>Sontag, S. (2010) <i>On Photography</i>. Harmondsworth: Penguin.</p> <p>Thornton, S. (2008) <i>Seven Days in the Art World</i>. London: Granta Books.</p>
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Part 3: Assessment	
Assessment Strategy	<p>The strategies will produce creative and original work in visual sociology:</p> <p>Component A is a digital storyboard which is a summative assessment which will also formatively feed into the creation of the longer visual output in the form of a short film/visual sociology essay (Component B). The lectorial sessions in Semester 1 will devote time to develop and troubleshoot the individual storyboards. In Semester 2 the later seminars will be devoted specifically to helping produce the short films.</p> <p>The assessment links to the faculty's TEL strategy and its practical nature is based upon visual literacy, creative social scientific thinking and important transferable skills around the use of appropriate software and digital AV technologies. These skills, coupled with enhanced communication, presentation and dissemination skills and a committed introduction to creative problem solving are part of the University's employability agenda.</p> <p>The assessment hones skills in visual and digital social science and acts as a complement to other research and communication skills embedded in the current sociological curriculum and QAA sociology benchmarks.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. <i>Ignite</i> Presentation of a Storyboard for Video Project	100%	

<b>Component B</b> Description of each element	<b>Element weighting</b> <b>(as % of component)</b>
1. 10-20 minute Practical Video Project (short "film"/video essay)	100%

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) Description of each element	<b>Element weighting</b> <b>(as % of component)</b>
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1. <i>Ignite</i> Storyboard Presentation	100%
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<b>Component B</b> Description of each element	<b>Element weighting</b> <b>(as % of component)</b>
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1. 10-20 minute Practical Video Project (short "film"/video essay)	100%
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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.

**FOR OFFICE USE ONLY**

First CAP Approval Date	24/03/2016			
Revision CAP Approval Date		Version	1	<a href="#">Link to RIA</a>