

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Beliefs and Society				
Module Code	UZSNMB-30-2	Level	2	Version	4.2
Owning Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	BA (Hons) Sociology BA (Hons) Sociology and Criminology 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 2016		Valid to	September 2020	

CAP Approval Date	July 2016
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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"> • Demonstrate a detailed understanding of the major sociological contributions to beliefs and cultures (component A and component B). • Analyse the social functions of a range of belief systems in a variety of social contexts (component A and component B). • Reflect critically on the range and diversity of belief systems (component A and component B).
Syllabus Outline	<p>Sociological contributions to beliefs and cultures: Durkheim; Marx; Freud; Weber; Simmel; Mannheim; Douglas; Elias.</p> <p>Relativism and reflexivity in studying beliefs and cultures.</p> <p>Sociologies of sexuality: the natural and the social.</p> <p>The sociology of the civilising process</p> <p>Sociologies of religion.</p> <p>Ideologies: fascism and Nazism.</p>

	<p>Sociologies of literature.</p> <p>Sociologies of popular culture.</p> <p>Sociologies of the self.</p> <p>Sociologies of consumption.</p> <p>Sociologies of language: gender, race and language.</p> <p>Power and representation: witchcraft; madness.</p>																															
Contact Hours	There will be 3 hour contact per week comprising a 2 hours workshop and 1 hour for small group tutorials																															
Teaching and Learning Methods	<p>The teaching and learning methods are focused on developing subject knowledge, sociological understanding and intellectual and work-relevant transferrable skills that will enhance the academic and career development of students. Lectures provide an introduction to relevant topics and areas of enquiry and disseminate the key subject knowledge which is fundamental to developing sociological understanding. This is explored and enhanced in seminars and tutorials which enable students to apply this knowledge and understanding to the analysis of belief systems.</p> <p>Scheduled learning will include workshops and small-group tutorials</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	<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><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>30</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Cornell Note; Mindmap Practical examination: In-class, Individual Presentation</p> <p>Total Assessment of the module:</p> <table><tr><td>Coursework assessment percentage:</td><td>40%</td></tr><tr><td>Practical examination percentage:</td><td>60%</td></tr><tr><td>TOTAL:</td><td>100%</td></tr></table>	Key Information Set - Module data					Number of credits for this module									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Coursework assessment percentage:	40%	Practical examination percentage:	60%	TOTAL:	100%
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Reading Strategy	<p>Core readings</p> <p>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</p>																															

	<p>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>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.</p> <p>Access and skills Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. 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.</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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Back, L, Bennett, A and Edles, L (2012) <i>Cultural Sociology</i>. London, John Wiley</p> <p>Bauman, Z. (1993) <i>Modernity and Ambivalence</i>. Cambridge: Polity Press.</p> <p>Cameron, D. (1994) <i>Verbal Hygiene</i>. London: Routledge.</p> <p>Davie, G. (2013) <i>The Sociology of Religion: A Critical Agenda</i>. 2nd Ed. London: Sage.</p> <p>Douglas, M. (2002) <i>Purity and Danger</i>. London: Routledge</p> <p>Elliot, A. (2007) <i>Concepts of the Self</i>. 2nd ed. Cambridge: Polity Press.</p> <p>Ewen, S. (1988) <i>All Consuming Images</i>. New York: Basic Books.</p> <p>Fletcher, J. (1997) <i>Violence and Civilisation: An introduction to the works of Norbert Elias</i>. Cambridge: Polity Press.</p> <p>Purkiss, D. (1996) <i>The Witch in History</i>. London: Routledge</p> <p>WEB resources: www.selfiecity.net http://www.wired.com/2009/06/lbnp-knowthyself/ https://www.youtube.com/watch?v=Q5Wlx2qpNC0 https://paulturounetblog.files.wordpress.com/2008/09/case-study-migrant-mother.pdf </p>

Part 3: Assessment	
Assessment Strategy	<p>This module has three pieces of assessment: a Cornell Notes; a Mindmap; an Inclass individual presentation of 25 minutes .</p> <p>The Cornell Note – 500 words in length - will enable students to engage with a key area in the sociology of belief systems. A full explanation and example of this form of assessment will be provided in the module study guide.</p> <p>The Mindmap will enable students to develop a detailed analysis of belief systems in contemporary societies and require them to include a critical evaluation element; the chosen topic will be additional to that covered in the</p>

	<p>Cornell Note.</p> <p>The In-class Presentation – lasting 25-30 minutes - will enable students to further develop their understand and critical awareness of sociologies of belief.</p> <p>The assessment strategy is developmental. Earlier forms of assessment aim to enhance students understanding of the module in order that they can maximise their performance in the final assessment, the individual, in-class presentation.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	60	40
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. IN-CLASS INDIVIDUAL PRESENTATION OF 25-30 MINUTES, INCLUDING A SLOT FOR QUESTIONS AND ANSWERS	100	
Component B Description of each element	Element weighting (as % of component)	
1. CORNELL NOTE OF 500 WORDS	40	
2. MINDMAP	60	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. IN-CLASS INDIVIDUAL PRESENTATION OF 25-30 MINUTES, INCLUDING A SLOT FOR QUESTIONS AND ANSWERS	100%
Component B Description of each element	Element weighting (as % of component)
1. CORNELL NOTE OF 500 WORDS	40
2. MINDMAP	60
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.	