



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Contemporary Critiques of Modern Society				
Module Code	UZSNPA-30-3	Level	3	Version	3.1
Owning Faculty	Health and Life Sciences	Field	Health and Applied Social Sciences		
Contributes towards	BA (Hons) Sociology (and joint and major/minor combinations)				
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 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	26/06/13
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of key concepts and theoretical approaches developed within selected contemporary sociological critiques of modern society (components A and B).</li> <li>2. Demonstrate an awareness of social context, of social diversity and inequality, and their impact on the lives of individuals and groups (components A and B).</li> <li>3. Demonstrate an understanding of comparative empirical research findings in selected areas of contemporary sociological research (components A and B).</li> <li>4. Demonstrate some understanding of social processes underpinning social change (components A and B).</li> <li>5. Demonstrate an understanding of the relationship between sociological argument and evidence (components A and B).</li> </ol>

	<p>6. Appreciate the complexity of human behaviour and social phenomena, through the evaluation, synthesising and application of evidence and the production of reasoned sociological argument (components A and B).</p> <p>7. Undertake and present scholarly sociological work (components A and B).</p> <p>8. Understand the methodological issues which underpin varieties of empirical sociological research and sociological theory (components A and B).</p>
Syllabus Outline	<p>The following are examples of selected areas of contemporary sociological critique and research which might be included in any one year in which the course is taught.</p> <p><b>1. Disciplinary Society</b></p> <p><b>Theorist</b></p> <p>Michel Foucault</p> <p><b>Issues</b></p> <p>The growth of detailed, rationalised, regulation and normalisation of the whole social body; the creation of the modern subject.</p> <p><b>Research</b></p> <p>eg. the nature and history of prisons, of the asylum, of schools and hospitals - and other disciplinary institutions; the nature of micro-power in such settings; and associated methodological issues.</p> <p><b>2. Ethnic hatred and mass violence in the modern era</b></p> <p><b>Theorists</b></p> <p>Theodore Adorno and Max Horkheimer, Slavoj Zizek, Zygmunt Bauman</p> <p><b>Issues</b></p> <p>Scientific rationality, mass violence and domination; the persistence of ethnic identity and nationalisms; the role of collective affect in social relations etc.</p> <p><b>Research</b></p> <p>eg. total war, racism and genocidal killing; and associated methodological issues.</p> <p><b>3. Mass society, the culture industry, mass consumption, and mass media.</b></p>

**Theorists**

Theodore Adorno and Max Horkheimer, Jean Baudrillard.

**Issues**

mass consumption, mass media and the dangers of mindlessness; domination and control in a world of lost of subjectivity and self-reflection etc.

**Research**

eg. consumption, lifestyle and identity; mass politics and the mass media; fame and notoriety etc; and associated methodological issues.

***4. Jurgen Habermas's defence of Modernity and Enlightenment reason*****Issues**

Universal human interests; the rescue of substantive rationalisation; communicative action; system and lifeworld etc.

**Research**

eg. work on new forms of participatory democracy; and associated methodological issues.

***5. Globalisation and late capitalism*****Theorists**

Mike Featherstone, David Harvey, Anthony Giddens, Scott Lash, Manuel Castells, Roland Robertson, Martin Albrow

**Issues**

Trans-national capitalism; mass consumption; the development and influence of communications technologies; the globalisation of culture; the globalization of everyday life; the mobility of capital and labour; the globalization of political practices; the global city, etc.

**Research**

e.g. (nation) state; everyday life of global cities; local-global businesses; and associated methodological issues.

***6. Postmodernity and Postmodernism***

	<p><b>Theorists</b></p> <p>Jean Francois Lyotard, Frederic Jameson, Jean Baudrillard, David Harvey, Zygmunt Bauman.</p> <p><b>Issues</b></p> <p>The totalitarian threats of Modernity, Enlightenment, and grand theory; social and political difference and diversity; critique of late capitalism etc.</p> <p><b>Research</b></p> <p>Work on social diversity etc; and associated methodological issues.</p> <p><b>7. Risk society</b></p> <p><b>Theorists</b></p> <p>Ulrick Beck, John Bellamy Foster, Anthony Giddens, Alberto Melucci, Scott Lash.</p> <p><b>Issues</b></p> <p>Environmental destruction; unsteerable political/social/economic processes; risk aspects of scientific research and development, Reflexive Modernity, New Social Movements etc.</p> <p><b>Research</b></p> <p>e.g. networks of renewal, institutional and individual reflexivity; ecological crisis; and associated methodological issues.</p>
Contact Hours	There are two contact hours per week. One hour lecture and one hour seminar.
Teaching and Learning Methods	<ol style="list-style-type: none"> <li>1. Traditional lectures – in some cases supported by PowerPoint presentations.</li> <li>2. Weekly seminars or workshops – varying format.</li> <li>3. Use of IT resources where appropriate</li> </ol> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute</p>

an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

**Placement learning:** may include a practice placement, other placement, year abroad.

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>				
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	48	252	0	300

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

**Written Exam:** Unseen written exam, open book written exam, In-class test

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

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

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%
Practical exam assessment percentage	
100%	

Reading Strategy

Students will be encouraged to read widely using a variety of bibliographic and full text databases and Internet resources. The module handbook will outline a wide range of reading for each seminar and in addition at least two articles/chapters will be available for each seminar as an electronic resource on Blackboard. Guidance to some key authors and journal titles available through the Library will be also given on Blackboard and in the module handbook. Students will be encouraged to buy at least one book. A list of recommended titles will be provided in the Module Handbook and updated annually.

Indicative Reading List

Adorno, T. and Horkheimer, M. (1979) *The Dialectic of Enlightenment*, London: Verso

- Baudrillard J. (1993) *The Transparency of Evil*, London: Verso
- Baudrillard J. (1996) *The System of Objects*, London: Verso
- Bauman Z. (1989) *Modernity and the Holocaust*, Cambridge: Polity
- Bauman Z. (1997) *Postmodernity and its Discontents*, Cambridge: Polity
- Beck U. (1992) *Risk Society*, London: Sage
- Castells, M. (1996) *The Rise of Network Society* (3 vols), Oxford: Blackwell
- Clarke, S. (2005) *From Enlightenment to Risk: Social Theory and Contemporary Society*, London: Palgrave-Macmillan.
- Elliot, A. (2009) *Contemporary Social Theory: An Introduction*, London: Routledge
- Foster, J.B. (2002) *Ecology Against Capitalism*, New York: Monthly Review Press.
- Foucault, M. (1971) *Madness and Civilisation*, London: Tavistock
- Foucault, M. (1981) *The History of Sexuality* (vol 1), London: Penguin
- Foucault, M. (1991) *Discipline and Punish*, Penguin
- Giddens, A. (1990), *The Consequences of Modernity*, Cambridge: Polity Press
- Giddens, A. (1992), *Modernity and Self-Identity: Self and Society in the Late Modern Age*, Cambridge: Polity Press
- Habermas J. (1984) *The Theory of Communicative Action*, London: Beacon
- Harvey D. (1990) *The Condition of Postmodernity*, Oxford: Blackwell
- How, A. (2003), *Critical Theory*, London: Palgrave.
- Liotard J F. (1986) *The Postmodern Condition*, Manchester: MUP
- O'Byrne, D.J. and Hensby, A. (2011), *Theorizing Global Studies*, Basingstoke: Palgrave.

Assessment Strategy	Unseen Exams (Component A) and Coursework (B) (50:50)
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	50%	50%
<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. Examination (2 hours)	50%	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Short Essay (1500 words)	25%	
2. Book Review (1500 words)	25%	
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. Unseen Exam (2 hours)	50%	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Long Essay (3000 words)	50%	
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.		