## SECOND YEAR MODULE OPTIONS
### 2017-2018

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Module Title: GENDER, SEXUALITY AND INEQUALITIES
Module Organisers: Prof. Celia Kitzinger & Dr Wes Lin
Level 2 | 30 Credits

Prerequisite: None
Compulsory for Degree: None

AIM
Many contemporary societies tend to divide people into discrete categories on the basis of sexual difference. We often hear how men and women are more naturally suited to different tasks, behaviours and roles and this has, historically, placed certain limits on what people are allowed or feel able to do. However when we look historically and cross culturally, different societies have had different ways of categorising people on the basis of their genitals, sexual practices or the way they present themselves. This module explores theory and research on gender and sexualities and other social inequalities as fundamental to social order. We will problematize the concepts of ‘sex’ and ‘gender’, which are often taken as a natural hierarchically structured binary division between people. We will explore the social construction of gender and sexuality through the lens of key social institutions (e.g. sport, the media, health, law and employment).

LEARNING OUTCOMES
By the end of the module students will be able to:
• Distinguish between different ways of understanding sex and gender
• Demonstrate how expectations around gender are dependent on social, cultural and historical factors
• Challenge the idea of inequalities as determined by biologically ‘hardwired’ differences
• Indicate how gender, sex and sexuality are intersected by other forms of social inequalities
• Question issues of structure and agency in relation to people’s decisions about their bodies

ORGANISATION
The module will be taught through lectures and seminars. There will be one weekly 1 hour lecture and a weekly 1 hour seminar.

ASSESSMENT
Students will be assessed by a 3000 word essay and a 3-hour exam.

DESCRIPTION
This module will explore gender and sexuality as integral to society and culture, elaborating the processes whereby they are socially constituted and regulated and the consequences of this for contemporary culture, social institutions and everyday life. Indicative topics for this module include: Gender and Sport; Gender and Sexuality in Law; The Body as a Site of Gendered and Sexual Performance; Becoming Gendered and Sexual; Gender and Language; Gender and Health; Gender in the Workplace; Sexual Consent and Sexual Violence; LGBT Lives and Identities; and Intersectionality.

INDICATIVE READING
AIM

This module helps students to develop an understanding of the sociological significance of popular culture and its dissemination through contemporary media. The module aims to foster critical approaches in understanding the social implications of media and popular culture (with reference to sociological issues such as power, class, networks, community, production and consumption). The sessions will draw upon examples and sociological literature to explore the relations between popular culture, media and society. As a result students will be introduced throughout the module to theoretical and empirical work that has been conducted into these relations and will develop strategies for thinking sociologically about popular culture and the media.

LEARNING OUTCOMES

By the end of the module:

- Students will develop understandings of sociological work on popular culture and the media.
- Students will develop an understanding of the relations between popular culture, media and society.
- Students will develop a sound understanding of a range of theoretical and empirical approaches for understanding popular culture, media and society.
- Students will be familiar with, and will be able to apply, some key theoretical concepts for the study of popular culture, media and society.

ORGANISATION

The module will be taught through weekly 1-hour lectures supported by weekly 1-hour small group seminars. Attendance at both is compulsory.

ASSESSMENT

There are three assessments for this module. In the Autumn term you will submit a 1000 word book review, in the Spring term you will submit a 3000 word essay and in the Summer term you will submit a 15 minute group-based audio radio programme (this third assessment will be based upon group work and each group will be given a group mark).

DESCRIPTION

This module will help you to think critically about the culture and media forms that you experience in your everyday lives. Indicative topics for this module are: Fashion; Celebrity Culture; the Culture Industry; Popular Music scenes; social media; Reality TV; Working in the culture industry; Cultural production; cultural collecting and archiving, soap operas, algorithms and so on. Each topic will be addressed through the use of specific examples from popular culture which will be used to raise theoretical questions about the changing basis of society and culture.

INDICATIVE READING

Module Title: SOCIOLOGY OF HEALTH AND ILLNESS
Module Organisers: Prof Sarah Nettleton & Prof Nik Brown

Level 2 | 30 Credits
Prerequisite: None
Compulsory for Degree: None

AIMS
- To introduce theoretical perspectives within the sociology of health and illness and to apply them to selected health related issues.
- To appreciate the socially constructed nature of medical knowledge and medical practice
- To be aware of the relationship between and explanations for the social differences and inequalities in health, illness and disease

LEARNING OUTCOMES
By the end of the module students will have acquired:
- A critical understanding of concepts central to the sociology of health and illness, namely: the biomedical and social models, medicalisation, professionalisation, surveillance and risk
- An in-depth appreciation of some contemporary issues such as: new reproductive technologies, complementary and alternative medicines, illness narratives, and clinical work

ORGANISATION
The module will be taught through lectures and seminars. There will be one weekly 1 hour lecture and a weekly 1 hour seminar.

ASSESSMENT
One 3000-word essay and on 3 hour exam.

Students also have the option of writing a 500 word formative assessment at the end of the autumn term which will be marked and feedback given.

DESCRIPTION
Issues associated with health, illness and health care are invariably topical. Health matters are forever in the news or being played out in the media. This may in part be because they touch on sensitive issues in people’s lives such as: illness, treatment, birth, suffering and death. The medical profession in recent years, has come under critical scrutiny by the media, the public and politicians. Pharmaceutical industries and commercial companies who work to produce health related technologies are extremely powerful are able to influence what counts as ‘illness’ and ‘disease’, which in turn has social consequences. As a sub-field of sociology, the sociology of health and illness has forged a number of concepts which help us make sense of these sorts of issues. Such concepts are the biomedical and social models of health, risk and surveillance, and medicalisation. Within the module we will make use of these theories and concepts to address questions such as: What counts as disease? How have diseases changed over time? Do reproductive technologies give women more or less choice over their fertility? Why have we become so preoccupied with health, fitness and body weight? Who is responsible for health and illness? What can we make of fictional representations of illness and medicine?

Indicative Reading
AIM

This module provides an introduction to contemporary theories and debates about changing social relations of power and their influence upon citizenship, globalization, nation states, and democracy.

LEARNING OUTCOMES

By the end of the module students will have acquired:

- An understanding of the main theoretical approaches to contemporary political sociological inquiry examining the works of such social theorists as Michel Foucault, Zygmunt Bauman, Ulrich Beck, Pierre Bourdieu, Judith Butler, Manuel Castells, Noam Chomsky, Mike Davis, Anthony Giddens, David Harvey, Jurgen Habermass, David Held, Mary Kaldor, Saskia Sasssen, John Urry.
- Knowledge of and an ability to undertake conceptual clarification of the principle theories under investigation such as power, state, civil society, development, migration, globalisation, citizenship, participation, identity, security, nationalism, ethnonationalism, gender, multiculturalism, social welfare, social exclusion.
- A conceptual understanding of the social formation of the state and civil society;
- A critical engagement with contemporary debates about globalisation, social movements, new media and democratic governance.
- A critical understanding of postmodernization theories of a new cultural politics.
- An appreciation of the role of media (new & old) and communication as an increasing source of social power.
- An ability to produce concise, accessible pieces of writing relating course material to contemporary events and/or aspects of everyday life.

ORGANISATION

The module will be taught through lectures and seminars. There will be one weekly 1 hour lecture and a weekly 1 hour seminar.

ASSESSMENT

A 3000-word essay (40%), 4 x 250 word blog posts (20%) and a 2 hour exam (40%).

DESCRIPTION

What does it mean to be a democratic citizen in a dramatically changing social context? How does the nation state represent our interests in the face of global corporate pressures? Who has the capacity to decide how resources should be distributed? Is it possible to be a citizen of the world? Why and how should we participate in democratic politics? Should we trust our politicians? These are some of the many questions we will be addressing in this module which considers how power and the powerful act to shape, and in turn are shaped by, social and cultural factors such as class, ethnicity, gender, nationality, and by social processes such as globalisation, poverty, or environmentalism. We will begin by considering the so called ‘crisis of liberal democracy’ and the factors challenging national democratic governance. Contemporary debates about participation, new social movements, citizenship, global protest will be explored throughout. Finally we will assess the importance of new social theories of global governance and citizenship.

INDICATIVE READING

Hirst, Paul., Thompson, Graeme & Bromley, Simon (3rd Edn) (2009) *Globalization in Question,*
Module Title: SOCIAL INTERACTION AND CONVERSATION ANALYSIS
Module Organisers: Dr Merran Toerien, Dr Clare Jackson

Level 2 | 30 Credits
Prerequisite: None. This module may be of particular interest to those following the Social Psychology route.
Compulsory for Degree: None

AIM

The aims of this module are to introduce you to the ways in which we interact with one another in ordinary social settings and to enable you to undertake your own research into talk-in-interaction (principally conversation and ordinary social interactions).

LEARNING OUTCOMES

● An understanding of some of the key approaches, and principles, in studying human social interaction
● A mastery of the perspective and methods of CA in investigating ordinary interaction, and an understanding of the principal findings of CA research
● Skills in applying CA techniques to original data, so that you can conduct your own research in this area
● An understanding of language in use as a form social action rather than the conduit for information to flow from one person's brain to another's.

ORGANISATION

This module is taught through a 1-hour lecture per week, and a 1-hour practical workshop session each week. The 'lecture' sessions will sometimes include some more practical activities as well. The module is supported by extensive materials on the Yorkshare VLE.

ASSESSMENT

You'll complete written (formative) assignments during each of the first two terms to give you experience of writing up your own CA work. One written (summative) assessment is due at the end of the Autumn Term, and another at the end of the Spring Term; together these are 50% of your mark for the module and each should be a maximum of 1,500 words (excluding data extracts). The other 50% is a short research project completed in the 3rd term (maximum of 3,000 words, excluding data extracts).

DESCRIPTION

As human beings we are profoundly social animals; most of our lives are spent interacting, in all kinds of ways, with other human beings. Our daily engagement in social interaction with one another underpins almost everything we do, in all forms of social life. Moreover language, the uniquely human ability that partly defines our species, is central to our social interactions. The most significant, pervasive and fundamental form of talk-in-interaction is conversation; and the main approach to studying ordinary interaction is Conversation Analysis. This module focuses on the patterns and practices to be found in our ordinary social interactions, and that underpin our ‘social competence’ – our ability to interact with one another meaningfully, and to handle our social relationships with one another coherently. We will consider and investigate the patterns, norms and practices through which we perform a wide range of social actions, such as agreeing and disagreeing with one another, making apologies, and offering or requesting assistance (to name just a few). Although some consideration will be given to theoretical approaches to interaction, our work will primarily involve a practical, hands-on approach to studying the patterns of interaction as evident in recordings of real conversations.

INDICATIVE READING


Module Title: SOCIAL RESEARCH METHODS

Module Organiser: Dr Tim Huijts

Level 2 | 30 Credits

Prerequisite: None

Compulsory for Degree: Sociology Single Subject; Sociology with Criminology; Sociology with Social Psychology; Sociology with Education.

AIM
To provide a critical introduction to a broad range of sociological research methods.

LEARNING OUTCOMES
The objectives of this module are to enable students:

- to understand the principles of sociological research
- to appreciate the ethical issues involved in undertaking social research
- to acquire skills in the use of both quantitative and qualitative techniques of research
- to judge what methods and techniques are appropriate to particular research problems; and
- to develop their critical abilities to appraise published research findings in their own substantive areas of study

ORGANISATION
The module will be taught through twice-weekly lectures and a combination of seminars and Pc-based lab classes.

ASSESSMENT
In the Autumn and Spring Terms, you will be asked to complete up to four short exercises. In the Summer Term, you will produce an extended project.

DESCRIPTION
The module will cover the following material: philosophy of the social sciences; conceptualisation, operationalization and measurement; survey design; qualitative interviewing; quantitative analysis and SPSS; ethics in social research; archives; focus groups; participant observation; ethnography; thematic/discourse analysis; content analysis; media analysis; digital and visual analysis. This is an indicative and not a definitive list: topics may change depending on staffing.

INDICATIVE READING
Module Title: SCIENCE IN SOCIETY  
Module Organiser: Dr Amanda Rees  
Level 2 | 30 Credits  
Prerequisite: None  

AIM  
This module examines the politics, practices and performance of modern Western techno-science. It introduces students to contemporary debates surrounding the socially-situated nature of science and technology and to the roles which they play in governance, policy and identity.

LEARNING OUTCOMES  
- By the end of the module students will be able to:  
- Account for the fundamental importance of science and technology to Western societies.  
- Deploy an understanding of the impact of techno-science on bodies, landscapes and ecosystems  
- Analyse the use of science and scientific information in the media and within political debates  
- Develop a theoretical understanding of the sociology of science and technology

ORGANISATION  
This module will be taught through lectures and workshops. There will be one hour-long lecture per week, followed and supported by weekly 1 hour small group workshops in which the themes of the lecture will be discussed.

ASSESSMENT  
Students will be assessed by a 3000 word essay/project and a 3-hour exam. One workshop in both the spring and summer terms will be devoted to a discussion of essay-writing and related analytical and examination skills. In the autumn term, you will have the opportunity to submit a short practice piece (1500 words), which will take the form of a book review or a brief essay.

DESCRIPTION  
This module rejects the notion that science and technology are somehow ‘separate’ from society. Instead, it places them firmly in their social and historical context, considers their deployment at home and abroad, and explores the role of scientific authority and expertise in governance, regulation and public debates. Over the course of the module, you will examine the Politics of Nature, Techno-Realities, and Mediating Science. Topics covered will include Islamic science, the Cyborg, the question of animal agency, regulation and innovation, manufactured landscapes, climate change, science fiction and scientific controversy. You will become familiar with the principal sociological analyses of the relationships between techno-science and society and you will learn to identify and to critique the implications and applications of science with respect to their impact on institutions, identity and social change.

INDICATIVE READINGS  
These texts will either be referred to throughout the course, or will provide useful background reading.


FOR INFORMATION ONLY - THIS MODULE CAN ONLY BE TAKEN BY STUDENTS TAKING THE SOCIOLOGY WITH SOCIAL PSYCHOLOGY ROUTE

Module Title: CRITICAL PERSPECTIVES ON SOCIAL PSYCHOLOGY
Module Organiser: Dr Clare Jackson.
Other contributors: Dr Darren Reed, Professor Robin Wooffitt

Level 2 | 30 Credits
Prerequisite: None
Compulsory for Degree: BA Sociology with Social Psychology

AIM
Social psychology has traditionally been an experimental discipline, largely informed by the assumptions of cognitivist psychology. However, in the past three decades there has emerged within social psychology a growing set of critiques of the experimental method and cognitivist focus. The aim of this module is to introduce students to the range of critiques, to explore the diverse theoretical and methodological influences that have informed them, and to show how they have informed new approaches to empirical work in social psychology.

LEARNING OUTCOMES
By the end of this module students will
- Be aware of the range of critical arguments against cognitive and experimental social psychology.
- Appreciate the different theoretical and methodological positions that inform these arguments.
- Have had the opportunity to develop skills of empirical analysis that reflect different critical approaches to the study of social psychology.

ORGANISATION
There will be one one-hour lecture and one one-hour seminar per week. Attendance at seminars is compulsory.

SUMMATIVE ASSESSMENT
A 3000-word essay (spring term) and a three-hour open exam (summer term).

DESCRIPTION
In the first term we look at critiques of the cognitivist, experimental approach of traditional social psychology that draw on Marxist analysis, ideas from psychoanalysis, feminist scholarship and social constructionism. In the second term we consider the ‘turn to language’ in the wider social sciences, and trace how an interest in the dynamic, constructive and interactional properties of language have led to new approaches to social psychology (and psychology more generally), such as conversation analysis, discourse analysis and discursive psychology.

INDICATIVE READING
Module Title: CRIME, CULTURE AND SOCIAL CHANGE

Module Organiser: Dr Katy Sian

Level 2 | 30 Credits
Prerequisite: Sociology of Crime and Deviance
Compulsory for Degree: Sociology with Criminology.

AIMS
The aims of this module are to:

i. To provide a theoretically informed, and critical understanding of sociological and contemporary 'cultural' perspectives on crime, deviance, disorder and harm

ii. Instil an appreciation of the links between social changes and crime (including connections between individual and society and shifting nature of global capitalism)

iii. Convey the diverse range of social, economic and political forces that affect patterns and experiences of crime, disorder and harm

iv. Critically examine the relationship between inequality and the state in the production and crime

v. Draw upon a range of contemporary themes and issues (e.g. the war on terror, police practice, cyber-hate, riots) to frame wider theoretical debates

LEARNING OUTCOMES
By the end of the module, students should be able to:

● Engage with the sociology of capitalism, consumerism and identity and demonstrate their links to issues of crime and disorder;

● Understand a range of key concepts related to crime, deviance and the roles of culture and social change;

● Consider the rise of cultural frameworks applied to crime, disorder and social harm;

● Critically understand the impact of inequality (e.g. race, class, gender) and it’s links to crime, disorder and social harm

ORGANISATION
The module will be taught through lectures and seminars. There will be one weekly 1 hour lecture and a weekly 1 hour seminar.

ASSESSMENT
A 3000-word essay and a 3 hour exam.

DESCRIPTION
This module addresses how crime and deviance can be understood with reference to the societies and cultures within which such problems take place. Our goal is to make sense of crime and deviance through sociological, historical and cultural approaches. We will tackle a broad range of topics including: terrorism, violence, hate crime, fear, the media, environmental crime, international crime, social control, surveillance.

INDICATIVE READING