

Programme Information & PLOs	
<b>Title of the new programme – including any year abroad/ in industry variants</b>	
BA Hons Sociology with Social Psychology	
<b>Level of qualification</b>	
Please select:	Level 6
<b>Please indicate if the programme is offered with any year abroad / in industry variants</b>	
<b>Year in Industry</b> Please select Y/N	No
<b>Year Abroad</b> Please select Y/N	Yes
<b>Department(s):</b> Where more than one department is involved, indicate the lead department	
Lead Department	Sociology
Other contributing Departments:	None
<b>Programme leadership and programme team</b>	
Clare Jackson	
<b>Purpose and learning outcomes of the programme</b>	
<b>Statement of purpose for applicants to the programme</b>	
Sociology with Social Psychology offers students with an interest in psychology a unique opportunity to examine and reflect on the ways that psychological selves and identities are framed in social, political and cultural contexts. Developing a complex and challenging understanding of selfhood requires intellectual curiosity and willingness to embrace multifaceted, evidence-based explanations of individuals in society. You will study sociology, with its emphasis on social and cultural processes and patterning of inequalities, alongside a sociological approach to Social Psychology, in which persons are recognised as sense-making beings who are located differently in changing social interactions and contexts. Through this, graduates of the programme will be prepared for a range of careers in sectors that require creative and innovative thinkers who can challenge the taken-for-granted and pursue and contribute to debates that respect the complexity of real-world issues.	
Sociology with Social Psychology is a unique undergraduate programme which adopts a sociological perspective on social psychological topics and issues. This provides students with an opportunity to go beyond individualistic notions of personhood and to	
<b>PLO</b>	On successful completion of the programme, graduates will be able to:
<b>1</b>	Define, interpret and explain everyday social issues and their complex implications for individual lives, social groups and institutions through sociological and social psychological theories and evidence
<b>2</b>	Access, evaluate and critically review evidence for sociological and social psychological claims concerning social issues in order to present reasoned arguments
<b>3</b>	Systematically interrogate and challenge taken-for-granted assumptions in order to contribute to critical analyses of social life
<b>4</b>	Design and implement ethically responsible research that draws on appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of sociological and social psychological issues
<b>5</b>	Critically synthesise and confidently communicate multi-faceted sociological and social psychological arguments in appropriate formats and via a range of media and digital technologies
<b>6</b>	Work creatively in teams by cooperating with others in a manner which <b>recognises</b> diverse views, values and the cultural position of others
<b>Programme Learning Outcome for year in industry (where applicable)</b>	
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.	
n/a	
<b>Programme Learning Outcome for year abroad programmes (where applicable)</b>	
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.	
n/a	

<b>Explanation of the choice of Programme Learning Outcomes</b>							
Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:							
i) Why the PLOs are considered ambitious or stretching?							
They are considered ambitious and stretching because the degree of independent learning and critical thinking and writing that our students engage in. With support, from the first term, students immerse themselves in debates and research that challenge commonly held assumptions about personhood and society. Only by engaging with complex materials and embracing multi-faceted explanations, can our students graduate into critical thinkers who can apprehend the complexity of individuals in society, and attune themselves to the impact of culture in the shaping of emerging economic, political and technological forces in how we live our lives.							
ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:							
Taken together, we are confident that our PLOs articulate the progression of our student throughout the degree to the point that they graduate as truly independent thinkers, with the ability to cogently analyse social dynamics, issues and situations in all their complexities. Our graduates leave with a diverse range of skills and a critical sensibility that transfer across disciplines and professions and can point to a host of varied empirically driven tasks and projects that demonstrate their flexibility to prospective employers.							
iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?							
This is most explicitly addressed in PLO 1. Our department has, over many years, designed its programmes of study alongside considered use of technological developments - we were early adopters of the vle, and individual modules (such as Loader's CPS in Year 2) have been innovative in their use of the full functionality of the vle (such as lecture capture, wikis and module blogs). As a department we have made the move to online submission and online assessment in all undergraduate modules. Nonetheless, we can do more and so will continue to work with colleagues such as Wayne Britcliffe and Matt Cornock to ensure that technology-based learning is integrated more fully at more points in the curriculum from an early stage (the programme mapping exercise has identified gaps in the earlier stages of the programme, more so than in the later years, and so Daryl will plan with Wayne/Matt ways of addressing this via the Cultivating module).							
iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?							
The programme's employability objectives should be informed by the University's Employability Strategy: <a href="http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/">http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/</a>							
All PLOs contribute to the development in our graduates of excellent transferable skills, but especially PLOs 4, 5 and 6, which have been articulated to highlight the importance of employability within the programme. These are developed in an iterative way throughout the programme, through workshop tasks and assessed work (both formative and summative). However, there is still a need to do more, not least in making more explicit to students the value of skills developed in the programme to prospective employers. We do so at the moment, not least through termly staff-student supervision slots, where employability alongside assessment informs, in a structured way, these sessions, as well as regular Careers events tailored to our programmes - but we will work with Joanna Latimer, Vicky Barton and other colleagues over the Autumn and Spring terms to finalise an enhancement plan for embedding employability within the programme more deeply. Initial plans might be to re-introduce Careers integration within the programme via the second year SRM module, but we will investigate other interventions at other points in the programme.							
vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?							
This will be monitored and supported, as currently, primarily through the supervisory relationship. In year one, student issues are often first raised through contact with PGWT, but we have established over many years good practices in following through particular needs and support through communications between tutors, first year director of studies and academic supervisors. In terms of doing more, the increased integration of Careers, e-learning and other support staff will make sources of support outwith and alongside the department more visible (we already include library staff in year one teaching, but will work with Academic Skills Support to include their staff more visibly in the programme).							
vii) How is teaching informed and led by research in the department/ centre/ University?							
Staff teach students in every year on topics that they also research in - this is most apparent in the options offered to year 2 and year 3 students, but it is also a focus of year 1 teaching. The demonstrable link between teaching and research has been a long-standing strength of Sociology at York, and is appreciated by students throughout the degree.							
<b>Stage-level progression</b>							
Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.							
Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.							
<b>Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)</b>							
<b>Stage 1</b>							
On progression from the first year (Stage 1), students will be able to:				Understand core sociological and social psychological concepts, engage with primary research in core topics and demonstrate knowledge of the academic field. They will do so through a series of individual assessments that develop independent learning and require excellent time management skills and group activities that encourage collaborative modes of working.			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8







## Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

**Interim awards available** Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate)  
Diploma of Higher Education (Level 5/Intermediate)

### Admissions Criteria

#### TYPICAL OFFERS

A levels  
AAB for L611, LL32,  
VL53, LL2V  
ABB for L300, L390,  
L392, LX33  
IB Diploma programme  
35/34 points  
BTEC Extended Diploma  
DDM/DDD

### Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
BA (Hons) in Sociology with Social Psychology	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a

### Language(s) of study

English.

### Language(s) of assessment

English.



In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:
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### Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N:	Yes
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### Additional information

#### Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes
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Additional details:

Students from Sociology Joint Programmes and SPS may transfer into BA (Hons) Sociology if in good academic standing after Stage 1. Students may request a transfer between Sociology, Sociology with Criminology and Sociology with Social Psychology at the end of Stage 1, if in good academic standing. Requests for transfer will be facilitated only if resources allow

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes
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Additional details:

Students from Sociology Joint Programmes and SPS may transfer into BA (Hons) Sociology if in good academic standing after Stage 1. Students may request a transfer between Sociology, Sociology with Criminology and Sociology with Social Psychology at the end of Stage 1, if in good academic standing. Requests for transfer will be facilitated only if resources allow

#### Exceptions to University Award Regulations approved by University Teaching Committee

Exception	Date approved
Please detail any exceptions to University Award Regulations approved by UTC	

Date on which this programme information was updated:



24/11/2017

**Please note:**

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

**Programme Map**

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

**Programme Map: Module Contribution to Programme Learning Outcomes**

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1: Define, interpret and explain everyday social issues and their complex implications for individual lives, social groups and institutions through sociological and social psychological theories and evidence	PLO2: Access, evaluate and critically review evidence for sociological and social psychological claims concerning social issues in order to present reasoned arguments	PLO3: Systematically interrogate and challenge taken-for-granted assumptions in order to contribute to critical analyses of social life	PLO4: Design and implement ethically responsible research that draws on appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of sociological and social psychological issues	PLO5: Critically synthesise and confidently communicate multi-faceted sociological and social psychological arguments in appropriate formats and via a range of media and digital technologies	PLO6: Work creatively in teams by cooperating with others in a manner which is reflective and respectful of diverse views, values and the cultural position of others	PLO7	PLO8
			KNOWLEDGE	ARGUMENT & ANALYSIS	CHALLENGE	RESEARCH	COMMUNICATE	TEAMWORK	#REF!	#REF!
Stage 1	Cultivating the Sociological Imagination CORE	Progress towards PLO	Students are introduced to original sociological research studies, from a range of intellectual conceptual and theoretical traditions, that add to their knowledge of contemporary social issues	Students are taught to access and then evaluate empirical research papers and their findings, and analyse their underlying methodological and conceptual reasonings	Students are taught to evaluate, contextualise and contest common-place understandings of core social categories and themes (such as class, gender, race and age), through engaging with original sociological research, and distinguishing these from understandings derived from other disciplinary traditions (e.g., psychology, biology, economics)	Students are introduced to thinking about matching research questions with appropriate research methodologies	Students are introduced to principles of communicating academic arguments	Seminars require collaborative team working on a range of tasks designed to develop students' understandings of the substantive themes of the module		
		By working on (and if applicable, assessed through)	Seminar tasks ( <b>formative</b> ) and Spring term essay and Summer exams ( <b>summative</b> assessment). Students will build their abilities in interpreting social issues and representing, through their arguments, their multi-faceted aspects. In particular, through the seminar tasks, discussions and readings selected throughout the year, students will develop their understanding of the individual experience of wider structural issues, and how these are related, and their progress will be summatively assessed through the Spring essay and Summer term exam.	The Autumn term assignment (a critical review of an original research paper), tests students' capacity for understanding and critiquing the hidden assumptions of empirically based research. This <b>summative</b> assessment builds on lecture material throughout the first term that aims to challenge widely held assumptions about social categories, divisions and issues and encourages students to critically evaluate the claims made in all research they read throughout the degree.	Spring term essay ( <b>summative</b> assessment). Students will develop confidence in questioning commonly held assumptions about core social issues and cultural trends. This <b>summative</b> assessment builds on group discussion of seminar readings throughout the first two terms that challenge widely held assumptions about social categories and issues.	Spring term seminar task ( <b>formative</b> ) which requires desk-based research on the ownership locations of businesses along Coney Street in York. This is group work which tests and develops students' capacities to collaboratively use the template of an ethically approved scoping study or research project to present an empirical analysis of the impact of globalisation in a medium sized city - in this case, York.	Spring term essay and Summer exam ( <b>summative</b> assessment). Students will develop their ability to synthesise the arguments of others and use them to craft their own intellectual position on social issues. These are written assessments. Spring term group presentations ( <b>formatively</b> assessed in the form of oral feedback given in class by tutors and peers) offer guidance that helps students to develop confidence in working collaboratively and making arguments in alternative formats using standard digital technologies.			
Stage 1	Introduction to Sociological Theory CORE	Progress towards PLO	Students are introduced to the theories of core sociological thinkers from the classical and contemporary intellectual traditions.	Students are taught how to critically engage with the original writings of sociological theorists.	<b>Students engage with original writings of classical sociological theorists that offer examples of critical thinking that challenged commonplace accounts of the social.</b>		The module is taught through participative learning in seminars, in which students are encouraged to present and articulate their ideas.	Seminars are collaborative endeavours structured through cooperation around a range of learning and research tasks.		
		By working on (and if applicable, assessed through)	<b>Students use the theories of core classical and contemporary sociological thinkers to articulate their understanding of social issues in seminars and in written work (summative assessments).</b>	<b>Students demonstrate their knowledge and critical understanding of the original writings of sociological theorists in their seminar discussions (formative) and module essays/exam (summative).</b>	In their first assessment ( <b>summative</b> ), students critically reflect upon an original piece of writing from classical social theory. This is intended to challenge students on the course to read theory through original works rather than textbook summaries.					

Stage 1	Sociology of Crime and Deviance CORE	Progress towards PLO	Students are introduced to sociologically informed theories that seek to explain criminal and deviant behaviour	Students are introduced to sociological research and data that seeks to explain criminal and deviant behaviour	Students are introduced to the social complexity of explaining criminal and deviant behaviour					
		By working on (and if applicable, assessed through)	By practicing written work ( <b>summative</b> ) students express in their own words the complexity of social groups and institutions drawing on concepts and theory	By practicing written work ( <b>summative</b> ) students use skills to locate, access and evaluate evidence	By practicing written work ( <b>summative</b> ) students will begin to develop analytical skills and the ability to formulate reasoned arguments					
Stage 1	Introducing Social Psychology CORE	Progress towards PLO	Students are introduced to sociological and psychological findings and theories that seek to describe or explain social conduct	Students are taught to evaluate evidence-based claims, particularly through examining the relationship between theory and method.	Students are introduced to a critical stance on the 'theory of personhood' that underpins different approaches to describing/explaining social behaviour	A focus on method allows students to see the connections between research question, method and findings		Seminar activities require co-operation, respect for others and an ability to tailor information for those present in the room		
		By working on (and if applicable, assessed through)	Essay and exam ( <b>summative</b> ). This requires students to argue positions using their sociological/psychological knowledge	Essay and exam ( <b>summative</b> ). Students use and evaluate evidence-based claims	Essay and exam ( <b>summative</b> ). Students evaluate different aspects of personhood in their Spring essay and Summer exam.	Students undertake either an observational study in a public context or analyse presentation of self in online environments. Students are expected to conduct their chosen research ethically. <b>This Autumn term essay helps them to develop their understanding of social situations, by assessing real-life interactions. Preparation for these studies are discussed in seminars and assessed summatively via the term 1 assignment.</b>				
Stage 2	Social Research Methods CORE	Progress towards PLO		Students are taught how to evaluate and critically assess the methodology employed in existing empirical research		Students are taught how to employ quantitative and qualitative research methods, and learn how different methodologies are appropriate for addressing different types of research questions. They are taught how to design whole research projects, considering data collection, data analysis, and ethics		Seminars require teamwork and collaborative work		
		By working on (and if applicable, assessed through)		<b>Summative</b> assessment in the form of a methodological critical review requires students to evaluate and critically analyse evidence-based claims in social research		Practical skills are developed through the student survey (a sample survey designed in seminars and analysed in computer lab sessions by students) and assessed through <b>summative</b> assessment in the form of a written research report. Practical qualitative skills in data collection and analysis are learnt in seminar settings. Students develop interview schedules, run practice focus groups, conduct their own observation studies, conduct thematic analysis of interview data, and complete other practical tasks. <b>Summative</b> assessment comes in the form of an essay discussing the application of qualitative methods, and a research report where they write up the results of a piece of qualitative research they have conducted. Students consider how to ensure ethical issues are addressed in research in practical seminar exercises. <b>Summative</b> assessment in the form of a research proposal includes a mandatory section dedicated to outlining the ethical issues associated with a research project. <b>This final summative research proposal also assesses students' ability to design a research project, as they must plan the whole project from start to finish, and thus acts as a preparatory exercise for the dissertation project in Year 3, which will require these skills to be employed in an independent piece of research.</b>		Students work together to design the student survey, and present the results of archival research they have conducted. This is not assessed		
Stage 2	Critical Perspectives in Social Psychology (CORE)	Progress towards PLO	Students are introduced to a range of theoretical perspectives and empirical methodologies that are associated with critical debates in contemporary social psychology. The relevance of these critical perspectives are illustrated via reference to broader social issues	Students are taught to access and then evaluate empirical research papers and their findings, and analyse their underlying methodological and conceptual reasoning.	Students are taught to evaluate, interpret and critique conventional laboratory based social science, with respect to core themes, such as identity, authority, the basis for knowledge claims, and self and embodied actions. They are required to make nuanced distinctions between competing approaches to the study of social behaviour.	Students are introduced to thinking about matching research questions with appropriate research methodologies	Seminar activities require co-operation, intellectual coordination, allocation of tasks and responsibilities, group activities based around specific tasks (eg, develop a pitch for a tv documentary on alternative forms of social psychology)	Seminars require collaborative team working on a range of tasks designed to develop students' understandings of the substantive themes of the module		

		By working on (and if applicable, assessed through)	In seminars, students work on contemporary materials (texts, images) to apply their empirical skills ( <b>formative</b> work). They are required to develop empirical insight in relation to theoretical ideas.	In lectures and seminars students engage with tensions between approaches to psychological thinking and research, and explore theoretical and conceptual opportunities that arise from comparative assessments.	In the Autumn and Spring term classes there are various empirical exercises based on an examination of a wide range of materials (formative).	In the Spring term summative assignment students develop their analytic skills and theoretical understanding in sociological social psychology in an essay. Summer term summative work is an exam in which students are required to synthesise substantive knowledge and methodological skills in analysis of set materials.				
Stage 2	Social Interaction and Conversation Analysis (Toerien and Jackson)	Progress towards PLO	By focussing on micro-sociological contributions to understanding social life, students appreciate the role of talk-in-interaction plays in producing social action	Students are taught to ground analytic claims in the interactional data with which they work	Students are taught how to avoid incorporating their assumptions into their analyses	Students conduct their own mini-research project, designing the research questions, selecting and analysing data from existing copora	Students use a course blog to communicate with teaching staff and with each other. They make use of digital audio and video files. They communicate their analyses in seminars and through their written work	Students participate in data sessions that invites them to share analytic insights		
		By working on (and if applicable, assessed through)	<b>Formative</b> assessment through smaller exercises and an opportunity to submit for feedback. <b>Summative</b> : Two analytic exercises and an analytic project	<b>Formative</b> : The analysis of these documents, seminar discussions and also the use of student led-illustrative examples. <b>Summative</b> : This is also assessed in the essay and exam.	<b>Formative</b> assessment through smaller exercises and an opportunity to submit for feedback. <b>Summative</b> : Two analytic exercises and an analytic project	<b>Summative</b> : Analytic project	<b>Summative</b> : Analytic exercises and project	<b>Formative</b> : Opportunity to provide peer-review on small analytic exercises		
Stage 2	Popular Culture, Media and Society (Beer)	Progress towards PLO	Students examine a range of contemporary issues on this module. They then use a range of theories to examine the implications of those issues for people's lives, social groups and institutions. This operates on a range of scales, from the body through the major changes in work and the cultural economy.	The module draws upon a range of claims about the social and cultural world, from a range of different types of sources - including news sources, industry documents, interviews, historical sources and commercial marketing materials. It uses sociological concepts to question these claims.	Students look at commonly held assumptions about work in the cultural industries, the depiction of social class and other assumptions about identity, social divisions and processes of distinction. We look at how popular culture and media based resources lead to commonly held assumptions and explore how these can be challenged.	This module deals with a range of complex issues that the students have to try to understand. It also tries to show connections between these issues - so students are encouraged to find points of synthesis and to make connections between different issues in the field being covered. However, the formats used to test this are the same essay based formats and discussions.	This module is designed to get student to reflect critically on the culture and media that they consume. Enabling them to make informed choices about how they relate to other people and how their viewpoints are shaped by those cultural and media based resources. The students also work in groups on seminar tasks.			
Stage 2		By working on (and if applicable, assessed through)	<b>Summative</b> : Students write a 1,000 word book review (20%), a 3,000 word essay (40%), and produce (in a small group) a 15 minute radio programme and transcript (40%). <b>Formative</b> : Students take part in seminar tasks and discuss key readings.	<b>Formative</b> : The analysis of these documents, seminar discussions and also the use of student led-illustrative examples. <b>Summative</b> : This is also assessed in the essay and the book review (which requires detailed examination of one set of issues)	<b>Formative</b> : Seminar discussions. <b>Summative</b> : Possibly in the essay, depending on which question is chosen. Also, the book review assessment in the first term requires the students to tackle an issue in depth, exploring its complexity.	<b>Summative</b> : The essay on this module is designed to push the students towards the synthesis of ideas and to find connections between the issues covered on the module.	<b>Formative</b> : Students collaborate and work together during seminars and group tasks. <b>Summative</b> : Importantly, they also work on a group assessment on this module (a group radio programme/podcast). This requires them to collaborate and produce a group submission which receives a group mark. To do this, they will work for several weeks in groups of 4.			
	Contemporary Political Sociology	Progress towards PLO	Examine contemporary theories and debates about changing social relations of power as a consequence of globalization, individualization and mediatization, and critically access their influence for understanding citizenship, nation states, human rights and democratic politics.	Access and interpret empirical data and social scientific findings as a means to evaluate to contested understandings of contemporary political and social issues and trends.	Critically explore a range of political narratives, myths and visualizations as both practices of social domination and as means to contest dominant discourses.	Draw upon theories and debates developed in class and use them to critically analyse a contemporary political issue in order to share with fellow students a formulated argument on the course blog.				
Stage 2	Gender, Sexuality and Inequality	By working on (and if applicable, assessed through)	<b>Summative</b> assessment: Essay and exam (80% of mark)	<b>Summative</b> assessment: Essay and exam (80% of mark)	<b>Summative</b> assessment: Essay and exam (80% of mark)	<b>Summative</b> assessment: Blog exercise (20% of mark)				
		Progress towards PLO	Students critically examine a range of contemporary issues related to gender and sexuality (and its intersection with other social inequalities), drawing on sociological and feminist theories to explore how inequalities are produced, perpetuated, challenged and resisted.	Students are required to read sociological and feminist literatures and to evaluate evidence-based claims and arguments	Students will be taught to critically interrogate taken-for-granted assumptions about 'natural' categories (gender, sexuality) and will develop confidence in critiquing their own and others' pre-existing beliefs	Students will develop their skills in synthesising relevant academic and feminist literature and using their findings to present empirically or theoretically driven argument.	Students are given questions to prepare material to discuss in seminar groups each week on issues that can be controversial and generate divergent views. They are required to discuss these views in a manner than is informed, critical and respectful.			

		By working on (and if applicable, assessed through)	Seminar tasks ( <b>formative</b> ) requiring critical sociological engagement with topics (beauty, gendered health inequalities, LGBTIQ discrimination); essay and exam ( <b>summative</b> ) in which they argue their positions.	Seminar tasks ( <b>formative</b> ), exam and essay ( <b>summative</b> ) evaluating evidence-based claims	Students debate and discuss ideas in seminars ( <b>formative</b> ); sit an exam and produce an essay that evaluates claims ( <b>summative</b> )		Presentations, debates and discussions in seminars ( <b>formative</b> ); exam and essay evaluating claims ( <b>summative</b> )			
	Sociology of Health and Illness	Progress towards PLO	Students critically examine a range of issues related to health, illness and medicine, by drawing on key sociological theories and concepts such as medicalisation, illness narratives, health risks and health inequalities..	Students learn to conduct indepth reading of empirical research papers, policy documents and theoretical literatures. Students critically analyse and evaluate the evidence-based claims of these texts in relation to other theoretical positions and evidence.	Students are taught to evaluate, contextualise and contest common-place understandings of categories such as 'disease', 'diagnosis', 'illness,' 'risk' etc through engaging with original sociological research, and distinguishing these from understandings derived from other disciplinary traditions (e.g., psychology, biology).		Critically synthesise and communicate complex information, evidence, data and arguments about issues relating to health and illness	Students are given questions to prepare material to discuss in seminar groups each week on issues that can be controversial and generate divergent views and are required to discuss these views in a manner that is informed, critical and yet must remain respectful.		
		By working on (and if applicable, assessed through)	By working on preparation for weekly group seminar discussions each week and, through <b>formative</b> assessment of written work, and through a <b>summative</b> essay and exam.	Analytical and evaluation skills are assessed <b>formatively</b> through a written assessment and through group discussions and presentation of arguments within weekly seminars.	Group seminar discussions each week ( <b>formative</b> ) and, in respect of <b>summative</b> assessment, the essay students produce and the essays written during the exam.		<b>Summative:</b> Essay	<b>Formative:</b> Group discussions and garnering academic materials		
	Divisions and Inequalities	Progress towards PLO	Students critically examine issues of class, religion and race/ethnicities. They are introduced to a variety of empirical and theoretical work and develop an understanding of the manifold forms inequalities can take. Key authors in social theory are also covered.	Students are taught to evaluate evidence-based claims, when we examine different academic and non-academic material. They are, for instance, encouraged to critically reflect upon news items or extracts from films.	Students are taught to be able to identify and analyse latent forms of inequalities. They are taught to challenge common assumptions that we are living in a meritocratic society and that key institutions, such as the NHS, are not subject to forms of latent racism or discrimination, that multiculturalism is dead, etc. General issues of whiteness, secularism, religion-based prejudices, hidden forms of inequalities (through people's lifestyles) are thoroughly discussed, which gives the students a unique expertise to challenge common assumptions.	There is no such research project planned for this module but they are taught some skills in quantitative and qualitative analysis as they have to engage with a wide variety of research. For instance, during the lecture on social mobility, they are taught how to read cross-tabs.	Students are expected to critically synthesise and communicate complex information and arguments about emerging social issues throughout the module.	Students are given questions to prepare material to discuss in seminar groups throughout the module. These questions tend to relate to sensitive topics about how we should live together. Issues of blasphemy, tolerance, discrimination, poverty, inequality are key for this module and are discussed in a way that encourages students to be open and respectful.		
		By working on (and if applicable, assessed through)	<b>Formative:</b> Each week, students are given readings and engage with them during the seminars. Different types of exercises are used (presentations, debates, etc.). <b>Summative:</b> Students are assessed in the Autumn and in the Spring term during which they have to prepare a portfolio on key issues related to the main themes of this module. An exam in the Summer term is also organised.	<b>Formative:</b> Discussions during seminars and ( <b>summative</b> ) portfolios in which they have to actively analyse evidence-based claims.	<b>Formative:</b> Discussions during seminars and ( <b>summative</b> ) portfolios in which they identify social problems and select appropriate scientific readings and approach to evaluate them.		<b>Formative:</b> Examples of exercises during seminars that enable them to this include; group presentations or debate about the publication of cartoons such as Charlie Hebdo	<b>Formative:</b> Group discussions and presentations. Plus the students are encouraged to work together during the revisions for the exam.		
	Science in Society	Progress towards PLO	This module examines the politics, practices and performance of modern Western techno-science.	Students are introduced to a range of theoretical and empirical problems relating to the role of expertise and techno-science in Western culture.	Students will be shown how to deploy an understanding of the impact of techno-science on bodies, landscapes and ecosystems, as well as the use of science and scientific information in the media and within political debates		Students will be regularly be required to present the results of their research/preparation both individual and as part of a group, using a range of media and technique	Seminars require close collaboration and teamwork to produce presentations and to contribute successfully to debate		
		By working on (and if applicable, assessed through)	The module will introduce students to contem	In both summative (spring and summer) and	In both summative (spring and summer) and formative (autumn) assessment, stud	Assessment (through exam)	The nature of the material under consideration will require students to di			
<b>Stage 3</b>	Morbidity, Culture and Corpses	Progress towards PLO	Students are introduced to key sociological theories of death and the dead	Students are taught to ground their claims in evidence and examples	Preassigned groups seek to challenge students to work beyond friendship groups		Students are assigned a theme and set readings which they synthesis and present to the teaching group	Students are taught to challenge assumptions about death and the dead within global culture		

Stage 3		By working on (and if applicable, assessed through)	<b>Summative:</b> By written work students express in their own words the complexity of social groups in relation to death and the dead by drawing on concepts and theory	Through written work ( <b>summative</b> ) and fieldtrips ( <b>formative</b> ) students use skills to locate, access and evaluate evidence	<b>Summative:</b> By practicing written work students demonstrate their analytical skills and the ability to formulate reasoned arguments		<b>Formative</b> assessment via group presentations. Staff and Peer review of presentation content is offered	<b>Formative</b> assessment via group presentations. Staff and Peer review of presentation is offered		
	Advanced Social Theory	Progress towards PLO	Define, interpret and explain multi-faceted contemporary issues, and their implications for individual lives, social groups and institutions, by combining knowledge of key sociological concepts and theories with a critical understanding of the complexities of present-day societies		Address and evaluate social problems and interactions effectively by systematically challenging commonly held assumptions		Critically synthesise and communicate complex information and arguments about emerging social issues			
		By working on (and if applicable, assessed through)	Essay ( <b>summative</b> ), students will demonstrate their abilities to understand and apply sophisticated sociological theories to craft their own intellectual positions on contemporary social issues		Essay ( <b>summative</b> ). Students will demonstrate their capacity to challenge evidence based claims about social issues through deploying theoretical arguments that add complexity to our understanding of them		Essay ( <b>summative</b> ), students will demonstrate their confidence in composing well-structured academic arguments through the review and synthesis of advanced statements of sociological theory			
Stage 3	Paranormal in Society	Progress towards PLO	Students are introduced to a range of theoretical perspectives and empirical methodologies in the social scientific study of a range of exceptional states of consciousness and non ordinary experiential claims.	Students are encouraged to draw on sociological theories to offer theoretically informed critiques of exceptional states of consciousness and non ordinary experiences.	Students are taught to evaluate, interpret and critique the conventional skeptical/proponent positions with respect to claims of anomalous experiences, instead situating these claims with broader cultural, socio-historical and interpersonal contexts.	Students get first hand experience of (ethically authorized) data collection as part of the field trip. These materials may be used in summative assessment. During class, they also work individually and in groups to analyse other forms of empirical materials; these analyses may also be drawn upon in summative assessment.				
Stage 3		By working on (and if applicable, assessed through)	<b>Formative:</b> Key readings; discussion of contemporary claims of experience culled from online repositories; comparison of cultural materials; seminar discussion and activities.	<b>Formative:</b> Students undertake guided focused readings of selected texts; students are taken on a field trip to see demonstrations of psychic claimants, which provides novel observational data to inform their critical reflections on the role of these demonstrations in society.	<b>Formative:</b> Group seminar discussions each week and, in respect of summative assessment, the essay students produce.					
	Analysing Dr-Patient Interaction	Progress towards PLO	Students critically interrogate everyday and medical sociological understandings of a key institution, through systematic analysis of recordings of real doctor-patient consultations, thereby gaining insight into the significant role that language plays in the work of health professionals and how an analysis thereof can shed light on core sociological questions (e.g. relating to the exercise of authority and acceptance/resistance to that authority).	Students are given support to read - with a critical eye - the relevant medical sociology and conversation analytic literatures and to apply/critically evaluate those findings in relation to their own analyses of recordings of real doctor-patient interactions.	Students are guided through a critical, evidence-based evaluation of common claims about medical authority, through analysis of consultations in which patients also demonstrably 'take the initiative', and doctors demonstrably seek patients' involvement in decision-making.	Students make use of digital audio and video files. They communicate their analyses in seminars and through their written work, which has to incorporate both an engagement with the literature and evidence of their own analysis of doctor-patient interactions.	Students have weekly two-hour seminars that are heavily dependent on small-group work, which involves jointly developing an analysis of empirical materials in light of reading set prior to the seminar.			
Stage 3		By working on (and if applicable, assessed through)	<b>Formative:</b> At weekly workshop-style seminars, the students undertake empirical analysis in small groups, drawing on what they've learnt from the lectures and reading. Students also have an opportunity to write up one of the pieces of classwork for formative, written feedback. <b>Summative:</b> The final assessed essay requires students to incorporate both their understanding of the literature and their own analysis of empirical materials.	<b>Formative:</b> At weekly workshop-style seminars, the students undertake empirical analysis in small groups, drawing on what they've learnt from the lectures and reading. Students also have an opportunity to write up one of the pieces of classwork for formative, written feedback. <b>Summative:</b> The final assessed essay requires students to incorporate both their understanding of the literature and their own analysis of empirical materials.	<b>Formative:</b> At weekly workshop-style seminars, the students undertake empirical analysis in small groups, drawing on what they've learnt from the lectures and reading. Students also have an opportunity to write up one of their pieces of classwork for formative, written feedback. <b>Summative:</b> The final assessed essay requires students to incorporate both their understanding of the literature and their own analysis of empirical materials.	<b>Formative:</b> At weekly workshop-style seminars, the students undertake empirical analysis in small groups, drawing on what they've learnt from the lectures and reading. Students also have the opportunity to write up one of the pieces of classwork for formative, written feedback. <b>Summative:</b> The final assessed essay requires students to incorporate both their understanding of the literature and their own analysis of empirical materials.	<b>Formative:</b> At weekly workshop-style seminars, the students undertake empirical analysis in small groups, drawing on what they've learnt from the lectures and reading. Students also have a workshop dedicated to helping them develop an analytic argument, which includes working individually on an outline and then working with classmates to help each other critically assess these.			

	The Racial State	Progress towards PLO	Students define, interpret and explain a range of issues relating to race, racism, the state and society and apply race critical theory to a range of social concerns and events in order to enhance their knowledge and develop their understanding of them.	Students are taught to evaluate and critically analyse a range of discourses on race covering topics such as immigration, multiculturalism, integration and citizenship, policing and engage with a range of data including media articles, social representations, government statistics in order to do so.	All the key readings in this course and the course content are designed to challenge commonly held assumptions on topics relating to race and the nation-state. As such students will learn how to evaluate and critically question populist discourses relating to race and the state.		Students synthesise and present complex information from across the course using technologies such as powerpoint through presenting their work at the course conference held in the last weeks of the course. They are also required to synthesise complex information in order to construct responses for their essay.	Students work in seminar groups each week to consider questions that often produce diverse views and are required to discuss these views in a manner that is both critical and respectful.		
		By working on (and if applicable, assessed through)	Their knowledge and understanding is developed <b>formatively</b> through group seminar discussions each week and is <b>summatively</b> assessed through an oral presentation and essay.	This is developed <b>formatively</b> through group seminar discussions each week and is <b>summatively</b> assessed through an oral presentation and essay.	<b>Formatively</b> , through undertaking course readings and participating in group discussions seminars, as well as through the <b>summative</b> assessments – essay and presentation.		<b>Summatively</b> assessed presentation and essay	<b>Formative</b> group seminar discussions		
	Migration and Tourism	Progress towards PLO	Students are taught to critically examine a range of issues related to migration and tourism by drawing on key sociological theories and concepts such as class, age, gender, sexuality and ethnicity. They are introduced to different forms of migration and tourism, such as labour migration, lifestyle migration, working holiday and sex tourism.	Students learn to conduct critical reading of evidence-based research article, policy documents and theoretical literatures from different social and cultural contexts. They develop critical appreciation of the similarities and differences in sociological approaches to existing studies of migration and tourism.	Students are taught to address and evaluate a wide range of social issues in relation to migration and tourism. They are also introduced to compare contemporary issues in migration and tourism and to address the assumptions in the different forms of migration and tourism through different sociological lenses.		Students are encouraged to critically synthesise and communicate complex information and arguments about emerging social issues of migration and tourism.	Students will exchange their views and raise questions for discussion in their weekly reading club/seminar		
		By working on (and if applicable, assessed through)	Students develop their knowledge <b>formatively</b> in the field of enquiry through reading and reading club/seminar discussion. They also work on a <b>summative</b> assessment, a 4000 words essay.	This is developed <b>formatively</b> through weekly reading club discussions.	This will be assessed through the <b>summative</b> essay. They are expected to develop the skills <b>formatively</b> through weekly reading and discussion.		Students are expected to develop critical discussion for their <b>formative</b> weekly reading club discussion. This is also assessed through their <b>summative</b> essay.	<b>Formatively</b> , students are expected to contribute to the weekly reading club/seminar through introducing their own reading.		
	Emotions in the Social World	Progress towards PLO	Students are introduced to contested definitions of emotions, self and the social world. They interpret and explain a range of ways in which emotions both shape and are shaped by social relations and use sociological and cultural concepts and theories to analyse the significance of emotion		Students analyse a number of implicit or explicit claims about emotions in social context and bring the conceptual literature to bear on these claims.	Students work on an analysis of cultural texts (for the portfolio) throughout the module. They use the readings and lectures / seminars to guide this work and develop their skills in epistemology and in textual analysis		Students engage in seminar discussion and present work in progress		
		By working on (and if applicable, assessed through)	Their knowledge is developed through guided reading throughout the module, and through seminar discussion. They work on a portfolio and data set throughout the module and are <b>formatively</b> assessed on a presentation of their portfolio work. The portfolio itself is <b>summatively</b> assessed.		Through guided reading and seminar discussion ( <b>formative</b> ); through considering the sociality of emotion in these readings and discussions; through analysing the representation of emotions (and considering underlying assumptions about emotion) in one or more cultural texts ( <b>summatively</b> assessed).	As above - the progress cannot be separated from the work students do		The portfolio presentation demands that students present their own work but also listen to and give constructive feedback on the work of others.		
	The Global Transformation of Health	Progress towards PLO	Critical reflection on theories of globalisation, mobilities, and global inequality which are applied to a range of contemporary issues in transnational health, but with a particular focus on health & health care in the global south.	Evaluation of evidence-based claims in interdisciplinary research literature in the field e.g. medical sociology, medical anthropology, health epidemiology, political science. Also reflection on evidence presented by multilateral agencies such as United Nations, World Bank, WHO and NGOs, such as Médecins sans Frontières.	Students address the social problems associated with global health transformations, with a particular focus on implications for the global south, including the securitisation of health, forced migration, health stratification, the body trade (organs, fertility), the interconnections of health systems, mobility of health workers.		Communication and exploration and critical synthesis of complex arguments in the field of global health as proposed by academic researchers and various policy and corporate actors	Students engage in seminar work of various kinds related to weekly topics linked to the assessment		

		By working on (and if applicable, assessed through)	<b>Formative:</b> Reading and seminar work (see section I) addressing these issues. <b>Assessed</b> via summative essay	Analysis of evidence-based claims in various formats during lectures and seminars, such as academic research literature, websites and videos from multi-lateral agencies and NGOs ( <b>formative</b> ). Evidence-base claims evaluated in <b>summative</b> essays as appropriate to topic chosen.	Analysis individual preparatory work and in seminars of health problems via critical reading of social science literatures, as well as materials from health actors such as national governments, international agencies and NGOs, and the health industry.		<b>Formative:</b> A range of academic and practical sources during seminar preparation exercises, seminar discussions, and (as appropriate to the topic chosen), <b>summative</b> essays.	<b>Formative:</b> Individual work on weekly assigned tasks is brought to seminars where students share ideas in various formats e.g. debates, group work, synthesis of ideas into student-led Whiteboard overviews. Not <b>summatively</b> assessed, but seminars at the end of the module involve individual presentations of essay plans to the group for feedback.		
	Humans and Other Animals	Progress towards PLO	The module focuses on the underpinning of modern social life by human/animal relationships. As such, it combines theoretical concepts (labour, capital, self, agency, objectivity, epistemology) with empirical studies of culture, economy, politics, ethics and identity.	Students are required to locate, read and integrate original theoretical and empirical research papers, and to apply them to novel situations	The 'hidden' nature of the social work that animals do means that studying their roles by definition requires that students challenge socially held presumptions: students are also required to consider why this work is largely socially invisible.		The module uses a range of resources to access contemporary research in and understandings of human/animal relationships, ranging from the peer reviewed literature to documentaries, public debates and marketing.	Seminars require students to listen to and comment on the work of others, fostering an atmosphere of cooperation and collaboration. The material under discussion is often controversial, with different impacts on different social groups: students thus learn to manage dissent with respect.		
		By working on (and if applicable, assessed through)	<b>Summative</b> assessment requires students to draw on the full range of topics covered in the module. They are supported in this by a range of <b>formative</b> seminar tasks which enable them to pull together the multi-faceted nature of human/animal relationships in modernity	<b>Formative</b> weekly seminar discussions/projects require students to critically assess the usefulness and coherence of extant research for solving current problems: <b>summative</b> assessment requires them to discuss the literature in a coherent and critical fashion.	Confidence in their understanding of these contradictions and complexities is built through the weekly <b>formative</b> seminar projects, supporting and climaxing in their production of <b>summative</b> assessment at the end of the module.		Seminars require students to complete a range of different <b>formative</b> projects – presentations, debates, short written statements and diaries – which must be increasingly grounded in the relevant academic literature. These practical projects can then be integrated into the final <b>summative</b> assessment piece.	At least half of the seminar projects require students to collaborate outside the seminar room in order to prepare <b>formative</b> work for presentation/discussion that will enhance their understandings of the core themes of the module, and on which successful <b>summative</b> assessment will be based.		
	Contemporary Research in Social Psychology (CORE)	Progress towards PLO	Students are invited to identify, define, and explain a range of theoretical and methodological approaches in sociology and social psychology, and reflect on their application to contemporary topics relating to social conduct (e.g. social media, police interviewing, olfaction, childbirth).	Students are required to evaluate evidence-based claims from sociology and social psychology, which explain social conduct in relation to these contemporary topics.	Students are introduced to a range of contemporary social issues, often explained through mainstream social psychology (e.g. policing, social media, childbirth) and are asked to reconsider them through a critical lens.	Students get hands-on experience of working with real-life data and develop skills in qualitative analysis. Data is provided by teaching staff and sourced by students. Students are also required to link empirical research in sociology and social psychology to their findings.		Students are encouraged to engage in respectful and supportive discussions about the findings of sociology and social psychology research and its application to often emotive debates around policing, childbirth, etc.		
		By working on (and if applicable, assessed through)	Non-assessed group presentations, regular small group and class-based discussions ( <b>formative</b> work), and an assessed essay ( <b>summative</b> ).	Non-assessed group presentations, regular small group and class-based discussions ( <b>formative</b> work), and an assessed essay ( <b>summative</b> ).	Non-assessed group presentations, regular small group and class-based discussions ( <b>formative</b> work), and an assessed essay ( <b>summative</b> ).	Non-assessed data analysis activities ( <b>formative</b> work) and, if they choose to incorporate data analysis, an assessed essay ( <b>summative</b> ).		Non-assessed group presentations and regular small group and class-based discussions ( <b>formative</b> ).		
	Sociology of the North	Progress towards PLO	Students draw upon sociological, geographical and philosophical theories of spatial practice (and their implications for domestic, economic, religious and public cultures) to understand the architectural and social development of Northern English cities	Students will evaluate and critically analyse policy documents relating to urban and regional regeneration, making connections to their wider political contexts	Critically explore a range of narratives, myths and histories about social class through a reading of the architectural artefacts and filmed representations of Northern English cities		Draw upon social theories discussed in class to carry out research on any building and/or regeneration project and present that research to their peers	Students work in seminar groups to consider readings (e.g., on class, race, ethnicity and the stigma of place) and must discuss these respectfully within the wider group.		
		By working on (and if applicable, assessed through)	Essay ( <b>summative</b> ), students will demonstrate their abilities to understand and apply core sociological theories to understand contemporary urban issues, and their historical roots	Essay ( <b>summative</b> ), students can demonstrate the policy implications of how and why cities develop as they do	Essay ( <b>summative</b> ), students can challenge received wisdom of industrial cities in the North of England, and how they have developed since the Victorian era on		Seminar presentation ( <b>formative</b> ). Students are encouraged to incorporate this research into their final essays as illustrative case studies			
	Body & Society	Progress towards PLO	The module introduces students to key theoretical perspectives and empirical research on the sociology of the body across a range of contexts and themes.	Students are led through a series of major themes in the sociology of the body which are discussed and debated.	A key area of challenge lies in the preparation of a group presentation ( <b>formative</b> ).	Assessment is based around the student's investigation of a topic together with the extent to which they are able to marshal new research-informed materials and perspective.	The module requires active discussion and feedback to the whole module based on small group work.	See student group presentation		



		By working on (and if applicable, assessed through)	Themes for <b>formative</b> work and <b>summative</b> assessments include the 'turn' towards the body in humanities and social science; visualisation and visual culture; body boundaries and immunity; diet and the contemporary economy, time and the temporalities of aging.	<b>Formative:</b> Group-based workshop.	<b>Formative:</b> The presentation tackles one of the core themes covered in the module. This involves shared investigation into a topic. The presentation is followed by a Q&A-style discussion at which presenters respond to comments and reflections by the module of as whole.	See above	<b>Formative and Summative:</b> The capacity of students to communicate is based on this and a number of other core components including the student presentation and student essay.	See above		
Art, Tastes and Stratification	Progress towards PLO	Students are encouraged to develop a critical view on these different aspects of the relationships between art and society. They are taught to perceive that art is socially produced and to examine the production, mediation, and consumption of art and culture in the society and their relations to social inequalities.	Students are encouraged to develop a critical view on these different aspects of the relationships between art and society. They are taught to perceive that art is socially produced and to examine the production, mediation, and consumption of art and culture in the society and their relations to social inequalities.	Students are taught to evaluate and critically analyse examples illustrating how art and culture are produced and consumed. Discussions about the value of culture are encouraged. From times to times, policy documents are used in class and analysed by students.	Students are asked to give a group presentation in which they choose an artist, artistic movement or artwork and explain sociologically why they can be conceived as an artist or as art or why they can't. They are encouraged to challenge common assumptions about the sacred nature of art, the perception of artists as genius and of tastes as natural.	There is no such research project in this module. However, in week 9, they are asked to prepare a short research project proposal in small groups about how to study people's tastes and cultural consumption.	Students synthesise and present complex information from across the course through different exercises (presentations, critical reflections, essays). They are asked to engage with different materials ranging from articles, news items to films and reportages. The module has a blog that I have used in the past but students didn't engage very much with it.	After each group presentation, there is a debate about the arguments presented in class. Students are asked to exchange views on them in a respectful way. The critical reflections are also the place where students can critically reflect upon the collective work they had to do for the presentations.		
		By working on (and if applicable, assessed through)	Assesments: Students give <b>formative</b> group presentations, which they then critically reflect on. Students also produce a <b>summatively</b> assessed essay. Each of them requires specific skills. In addition to this, each week, students engage with different forms of material (scientific readings, reportages, news items, etc.) and exercises to discuss key topics in the module.	<b>Formative:</b> Students engage with group discussions and prepare and give group presentations.	<b>Formative:</b> Students engage with group discussions and prepare and give group presentations.	<b>Formative:</b> Seminar tasks.	Seminars and different types of assessments	<b>Formative:</b> Seminars, group presentations, critical reflections		
Cinema, Cities and Crime	Progress towards PLO	Students draw upon concepts and theories from urban sociology and to understand historical and contemporary urban transformations. Students are encouraged to use such work to define and explain the urban content of cinema.	Students draw upon concepts and theories from urban sociology and to understand historical and contemporary urban transformations. Students are encouraged to use such work to define and explain the urban content of cinema.	Students are taught to evaluate and critically analyse the urban content of cinema from the 1920s through to the present day. Students will learn how to construct arguments about films and genres in relation to their urban historical relevance.	Students are taught to evaluate and critically analyse the urban content of cinema from the 1920s through to the present day. Students will learn how to construct arguments about films and genres in relation to their urban historical relevance.	Students design and answer their own research project-- on themes such as race, class or nostalgia-- in relation to a standard, open-ended essay question on cinematic urbanism. Students are taught how to analyse cinema from a qualitative sociological perspective.	All students are expected to contribute a 500-word entry to a Cinema, Cities, Crime blog (publicly available online). Here, students will bring together concepts and theories from urban sociology and film studies in order to analyse the urban content of one film.			
		By working on (and if applicable, assessed through)	<b>Summative</b> assessment of knowledge of concepts and theories in urban sociology through essay	<b>Summative</b> assessment of argument and analysis techniques in essay. <b>Formative</b> assessment in writing of blog entry		<b>Summative</b> assessment of ability to design and undertake research in essay.	The blog entry is a <b>formative</b> assessment and students will receive written feedback on their entry.			
Dissertation (CORE)	Progress towards PLO	Students will be guided towards an independent project which demonstrates in-depth understanding of sociological debates and empirical material and synthesises this into an original piece of work that rigorously and systematically analyses a social issue of their choice, <b>explored using social psychology. The dissertation thus is an opportunity for students to demonstrate skills developed throughout the degree in defining, interpreting and offering explanations of social issues, using social psychological theories to do so.</b>	Students will be guided towards an independent project which demonstrates in-depth understanding of sociological debates and empirical material and synthesises this into an original piece of work that rigorously and systematically analyses a social issue of their choice, <b>explored using social psychology. The dissertation thus is an opportunity for students to demonstrate skills developed throughout the degree in defining, interpreting and offering explanations of social issues, using social psychological theories to do so.</b>	Students will evaluate and critically assess a wide range of empirical and theoretical literatures in the area of their choice. They thus draw on debates and methodological approaches introduced throughout the degree programme to arrive at their own independent analysis of the social issues and cultural trends that most interest them, <b>and with a particular focus on the social psychological aspects of these.</b>	Students will evaluate and critically assess a wide range of empirical and theoretical literatures in the area of their choice. They thus draw on debates and methodological approaches introduced throughout the degree programme to arrive at their own independent analysis of the social issues and cultural trends that most interest them, <b>and with a particular focus on the social psychological aspects of these.</b>	The dissertation module has at is heart an independent (ethically sound) research project which draws upon appropriate qualitative and/or quantitative skills to produce an empirically rigorous (and theoretically coherent) analysis of a social issue of the student's choice. <b>Their ability to do so derives from their knowledge of research design introduced in Year 1 (through research tasks in Cultivating a Sociological Imagination and Introducing Social Psychology) and covered intensively in Year 2's compulsory module (i.e., Social Research Methods), as well as individual modules throughout Year 2 and 3 (e.g., Social Interaction and Conversation Analysis).</b>	The dissertation is a critical synthesis of complex information including both empirical and theoretical reports as well as (where appropriate) the student's own data. <b>It involves a focus on the social psychological aspects of their topic of study and analysis. The dissertation requires judgement on the part of the student as to appropriate ways of presenting their arguments and findings - skills developed in cumulative way, formatively and summatively, throughout the degree programme, both in core social psychology modules and more general sociological modules.</b>			

		By working on (and if applicable, assessed through)	4 hours of supervision, dissertation workshops (including one on scoping the literature) feedback on a draft ( <b>formative</b> ) and a 10,000 word report on a topic of their choice ( <b>summative</b> )	4 hours of supervision, dissertation workshops (including one on advanced thematic analysis), feedback on a draft ( <b>formative</b> ) and a 10,000 word report on a topic of their choice ( <b>summative</b> )		All students must submit an ethics proposal to the Departmental Ethics Community for scrutiny and approval before they can begin their research. A dissertation workshop on ethics is held near the beginning of the module. 4 hours of supervision, feedback on a draft ( <b>formative</b> ) and a 10,000 word report on a topic of their choice ( <b>summative</b> )	4 hours of supervision, dissertation workshops, feedback on a draft ( <b>formative</b> ) and a 10,000 word report on a topic of their choice ( <b>summative</b> )			
<b>Stage 3</b>	Imagining Sociological Alternatives	Progress towards PLO	Contemporary social, political and cultural issues and challenges will be critically analysed through a range of alternative sociological perspectives to the neoliberal discourses that currently dominate debate and understanding. The credibility and theoretical coherence of these utopian, critical and futurist approaches will be considered in relation to their potential for social, institutional, systemic and personal change.	Where appropriate a range statistical, oral, visual and textual data will be used to inform analysis of alternative perspectives.	The entire course is directed at systematically challenging dominant perspectives, commonly held assumptions and ideological certainties.		Students will explore, critique and present their analyses of complex theoretical approaches through a range of communications media. Students will be encouraged to search online and share material, thoughts and ideas through the online module discussion forum and in class discussions and presentations.			
		By working on (and if applicable, assessed through)	Essay (summative): students will choose one of the theoretical topics a class discussion that will form the basis of a researched in-depth written essay.	Analysis will take place in class discussions and students will be encouraged where appropriate to undertake such critical evaluations in their essays.	The module readings will provide examples of sociological enquiry that has disrupted commonly held assumptions and hegemonic perspectives in order to enable students to question contemporary dominant social and cultural assumptions.		Students will be encouraged to search online and share material, thoughts and ideas through the online module discussion forum and in class discussions and presentations. Where possible students will discuss with other scholars – in person and online – their alternative sociological theories to contemporary issues.			
Stage 3	Performance and Society (Reed)	Progress towards PLO	Students are introduced to original sociological research studies, from a range of intellectual conceptual and theoretical traditions, including performance theory, that add to their knowledge of contemporary social issues	Students access and then evaluate empirical research papers and their findings, and analyse their underlying methodological and conceptual reasoning.	Students evaluate, contextualise and contest common-place understandings of core social categories and themes (such as class, gender, race and age), through engaging with original sociological research, and reflecting on them in relation to conceptual ideas and traditions related to performance theory and practice	Students are introduced to thinking about matching research questions with appropriate research methodologies	Students are introduced to principles of composing academic arguments by synthesising supporting literature and utilising their empirical findings or theoretically driven arguments	Seminars require collaborative team working on a range of tasks designed to develop students' understandings of the substantive themes of the module		
		By working on (and if applicable assessed through)	Students will build their abilities in interpreting social issues and representing, through their arguments, their multi-faceted aspects. In particular, through the seminar tasks, discussions and readings selected throughout the module, students will develop their understanding of the individual experience of wider structural issues, and how these are related, and enlivened by performance and art practice.	The end of module assignment (a written essay based on pre-defined questions), tests students' capacity for understanding and critiquing the hidden assumptions, and weakness of existing sociological research methods. This summative assessment builds on lecture material throughout the module that aims to challenge traditional methods by comparing them to performance and art practice, and encourages students to critically evaluate the claims made in all research they read throughout the degree.	Seminar discussions (formative) and group work based on performance theory and practice and their influence and incorporation into social science theory and concepts. Students will develop confidence in questioning commonly held assumptions about core social issues and cultural trends.	Seminar task (formative) which requires group based development of a performative presentation (poem, rap, video drama, music video, etc.) that addresses a key sociological issue. Students will develop confidence in presenting ideas and views in a novel format.	Summer essay (summative assessment). Students will develop their ability to synthesise the arguments of others and use them to craft their own intellectual position on social issues based on social and performance theory and concepts. These are written assessments. Students will build confidence in combining theory and proactive to represent social issues and advocate change through active involvement and practice.	End of module task (summative) is a 'performative presentation' involving a multimedia production or performance piece (poem, rap, video drama, music video, etc.). This summative assessment brings together social science and performance related practice, and enables the students to produce impactful presentations.		