

| Programme Information & PLOs | | | |
|--|---|------------------------------------|----|
| Title of the new programme – including any year abroad/ in industry variants | | | |
| Philosophy and Sociology | | | |
| Level of qualification | | | |
| Please select: | Level 6 | | |
| Please indicate if the programme is offered with any year abroad / in industry variants | | Year in Industry Please select Y/N | No |
| | | Year Abroad Please select Y/N | No |
| Department(s): Where more than one department is involved, indicate the lead department | | | |
| Lead Department | Philosophy | | |
| Other contributing Departments: | Sociology | | |
| Programme Leader | | | |
| Barry Lee | | | |
| Purpose and learning outcomes of the programme | | | |
| Statement of purpose for applicants to the programme | | | |
| <p>Philosophers investigate fundamental questions about reality, experience, thought, and value. Sociologists study the social processes and cultural forces that shape contemporary societies, exploring issues and trends from multiple perspectives. The two disciplines complement each other, and exploring them together will broaden and deepen your outlook, enhancing your understanding of human behaviour, social norms, morality, and the workings of the mind. You'll probe deep puzzles, creatively developing potential solutions and subjecting them to sharp critical scrutiny. You'll analyse social problems and cultural practices in complex and innovative ways, challenging commonly held assumptions about the ways societies work. And you'll question basic ideas and principles, and illuminate the ways in which social structures and influences mould our thinking. Over the course of the programme you'll grow intellectually and develop valuable skills—in reasoning, creative problem solving, and communication—that have wide applicability outside the disciplines. As a graduate of the programme, you will be equipped for a range of careers in a variety of sectors, including media, research, the law, public services, charities, central and local government, education, and health. Whatever you choose as a career path, you will be in a position to contribute rigorous analytic and empirical techniques, creative ways of thinking, and culturally sensitive approaches to social issues in your working life and beyond.</p> | | | |
| <p>Programme Learning Outcomes Please provide six to eight statements of what a graduate of the programme can be expected to do. Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.</p> | | | |
| PLO | On successful completion of the programme, graduates will be able to: | | |
| 1 | Understand and explain key problems, issues, and debates across a range of areas of philosophy and sociology (including some at the forefront of contemporary work) and apply this understanding in approaching new problems | | |
| 2 | Address and evaluate pressing ethical and social issues effectively by systematically challenging common assumptions and applying philosophical concepts, sociological theories, and critical understanding of the complexities of present-day societies | | |
| 3 | Develop and articulate ranges of alternative solutions to complex problems in an open-minded and imaginative way, and establish ways of making progress in answering questions even where it is unclear in the first instance how to proceed or what the standards for a good answer to the question might be | | |

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| 4 | Lay out what can be said for and against proposed solutions to philosophical problems, and make a measured judgement about what is the best solution in each case, supporting that judgement with a sustained line of argument based on the considerations raised |
| 5 | Design and undertake ethical, responsible sociological research which draws upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues |
| 6 | Critically synthesise and communicate complex information and arguments in clear, precise, and accessible terms in appropriate formats |
| 7 | Work effectively and creatively as a thinker, learner and researcher, individually and in collaboration with others, in a manner which is respectful of diverse views, values and the cultural positions of others |

Programme Learning Outcome for year in industry (where applicable)

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

Programme Learning Outcome for year abroad programmes (where applicable)

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.

Explanation of the choice of Programme Learning Outcomes 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?

These learning outcomes are designed to challenge students to explore problems in philosophy and sociology from a variety of standpoints, and using a variety of methodologies. Students explore complex puzzles, including some at the forefront of contemporary research (PLO 1). They systematically and rigorously challenge common assumptions (PLO 2). They learn to bring an open mind and imagination to bear in assessing problems (PLO 3), working out for themselves what they think the best solutions to problems are (PLO 4). And they explore and utilize different research methodologies (PLO 5). Each of these skills is challenging and stretching in a way that will leave graduates better and more flexible thinkers, ready to take on a diverse range of challenges.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The programme brings together two subtly but significantly different disciplines in a mutually enriching way. In their work in sociology, students develop their abilities to interrogate, describe and interpret real-world social structures and issues, gaining critical sensitivity and a diverse range of skills. In philosophy, students enhance their abilities in analysis, the development of solutions to problems, and the deployment of precise logical argument. Graduates of the programme are able engage with real-world social issues in sensitive ways, showing a keen awareness of how social factors can inform our thinking, and they can also apply dispassionate logical skills to evaluating ideas and proposals at high levels of abstraction. This combination of social sensitivity and sharp critical reasoning is distinctive, highly transferable, and also allows philosophy and sociology graduates to be thoughtful citizens and effective agents for positive change in society.

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| <p>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)?</p> <p>While our PLOs do not make explicit mention of digital literacy, the programme makes extensive use of technology-enhanced learning. Modules are supported with extensive online resources, such as module outlines, module blogs and wikis, lecture notes, seminar guidance, readings, podcasts, videos, and supplementary notes. Essay submissions in both departments are online.</p> <p>The sociology department is exploring ways to deepen the impact and reach of digital literacy throughout sociology modules -- particularly the Cultivating module (which joint Philosophy/Sociology students take) -- by (i) making those capabilities addressed in existing teaching (e.g., information, data and media) more explicit and (ii) planning new teaching to address less developed capabilities (e.g. digital identity). Within philosophy, most lectures are available in online recordings, and some philosophy modules, e.g. Beginning Philosophy, deliver online content and feature online assessments.</p> |
| <p>iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?</p> <p>The programme's employability objectives should be informed by the University's Employability Strategy:</p> <p>http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/</p> <p>There is a very good match between the skills highlighted in the PLOs and what research shows employers want university-level education to emphasize. Among the top list of attributes employers most desire in their employees (Hart Research Associates, 2013, <https://aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf>) are:</p> <ul style="list-style-type: none"> — Critical thinking and analytical reasoning skills, 82% — The ability to analyze and solve complex problems, 81% — Effective communication 80% — Application of skills and knowledge to real-world issues, 78% — Extraction and organization of information, 72% — The ability to innovate and be creative, 71% — Teamwork skills applicable to diverse settings, 67% — Ethical awareness, 64% <p>The PLOs for the Philosophy/Sociology degree are tailored to promote these attributes/skills:</p> <ul style="list-style-type: none"> — Critical thinking and analytical reasoning skills (PLOs 1, 2, 3, 4, 6) — The ability to analyze and solve complex problems (PLOs 2, 3, 4, 5) — Effective communication (PLO 6) — Application of skills and knowledge to real-world issues (PLO 5) — Extraction and organization of information (PLOs 1, 6) — The ability to innovate and be creative (PLOs 3, 5) — Teamwork skills applicable to diverse settings (PLO 7) — Ethical awareness (PLO 5) <p>While some employer-desired skills and attributes might change over time, depending on technology or psychological fads, critical thinking, communication, and the ability to work with others are timeless skills that are not going out of fashion any time soon.</p> |
| <p>vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?</p> |

We give significant support to students who need additional support in developing academic and transferable skills. This is done (i) by module leaders in the relevant departments, and (ii) by the student's supervisor — who may be in either the Philosophy or Sociology department. Students are warmly encouraged to make use of module tutors' office hours where they are struggling with material. And module leaders explicitly look out for students having difficulty or failing to attend seminars — contacting either the student directly or the student's supervisor to provide additional support.

Supervisors identify students in difficulty by reviewing attendance through regular supervision meetings, reviewing attendance, and communication with module leaders. They ensure that students in need receive appropriate support through the relevant department and/or utilizing the appropriate university support services (e.g. the Open Door Team, Disability Services, the Careers Office).

The Philosophy department has sponsored — and intends to continue sponsoring workshops together with the Careers Office on postgraduate study. In Sociology, library staff make contributions to year one teaching, and the department intends to continue with Academic Skills Office to include their staff more visibly in the programme in later years.

vii) How is teaching informed and led by research in the department/ centre/ University?

The philosophy and sociology departments have a strong commitment to research-led teaching. A wide range of specialist modules in the final year are designed to provide a structured environment for teaching that is centered around the research interests of members of individual members of the department. As described in the enhancement plan, students additionally have — and are expected to continue to have — opportunities for independent study in both disciplines, providing them with the chance to conduct independent research under the supervision of staff members who are leading experts in their areas.

Stage-level progression

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.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

| | | | | | | | |
|---|-------|-------|-------|--|-------|-------|-------|
| On progression from the first year (Stage 1), students will be able to: | | | | <p>Note on our ‘Staged Challenges’ approach to stage outcomes: Students are expected to work in increasingly sophisticated, complex, and autonomous ways as they progress through the programme. The differences between the stages of the programme can be understood in terms of ‘staged challenges’: progressively more difficult materials are addressed; the quantity of basic-level guidance and analysis provided by academic staff is reduced; and expectations of students rise. (The following characterizations of the staged challenges should be read in conjunction with the PLOs.)</p> <p>[NOTE: It may be helpful in considering (a) these joint programme PLOs and staged progression for this joint programme and, in particular, (b) any potential revision to either of these, to bear in mind the following relationships between these joint PLOs and the PLOs for the relevant single subject programmes. Care will be needed in all cases, but where particular care is needed this is noted. PLO1 relates to the first part of P1 and to S1. PLO2 relates to S3 and S2 (care). PLO3 relates to P2. PLO4 relates to P3 and P4. PLO5 relates to S4. PLO6 relates to the second part of P1 and to S5. PLO7 relates to P5, P6, and to S6. (References to single subject PLOs are to lists as at September 2016.)]</p> <p>Year 1:</p> <p>In Sociology, students should come to understand core sociological concepts, engage with primary research in core sociological topics and demonstrate that understanding and awareness of the academic field through a series of individual assessments and group activities.</p> <p>In Philosophy, students are exposed to carefully framed presentations of issues and debates with selected readings (of an appropriate level of difficulty) that they are not required to go beyond (as the aim at this stage is to focus attention and get to grips with those readings), with significant support from introductory material and guiding questions. Students are expected to be able to recognize and articulate key differences between the positions considered, to rehearse arguments accurately with a reasonable level of understanding, and to be able to make evaluative judgements about positions and arguments based on the evidence, showing sensitivity to key features of arguments such as validity and plausibility of premisses. Students are expected to be able to engage in discussions of philosophical texts: expressing their responses to study questions, listening carefully to the contributions of others and responding constructively.</p> <p>Students are expected to be able to demonstrate understanding of academic integrity—e.g. the need to avoid plagiarism and collusion—and to work on the programme with integrity.</p> | | | |
| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |

| | | | | | | |
|--|--|--|---|---|--|--|
| <p>Understand and explain the main features of some key problems, issues, and debates in philosophy presented in module materials</p> <p>Understand and explain some key fundamental concepts, terminology, and notation required for understanding philosophical texts and discussions</p> <p>Use introductory core disciplinary concepts and theories to identify the sociological significance of contemporary issues</p> | <p>Understand social situations effectively, applying a critical appreciation of ethical concepts and sociological literature on contemporary issues and cultural trends</p> | <p>In relation to particular philosophical problems and issues, be able to articulate some alternative solutions laid out in central module materials (including set readings, lecture slides, and handouts)</p> | <p>Articulate arguments laid out in central module materials for and against the alternative solutions considered in relation to a particular philosophical problem, and go on to make a judgement about what is the best view on that problem, relating this to the evidence considered, showing sensitivity to key features of arguments including validity and plausibility of premisses</p> | <p>Understand the principles of planning and organising research through working on scoping studies which draw upon appropriate empirical skills to produce summary analysis of social issues</p> | <p>State key ideas and arguments in clear and straightforward terms, in writing and orally</p> | <p>—Be able to read and make notes on module materials using study guidance questions</p> <p>—Be able to apply some basic strategies for approaching philosophical texts with a view to understanding and evaluating them</p> <p>—Be able to schedule work on set module materials effectively</p> <p>—Be able to formulate responses to basic study questions and present these orally</p> <p>—Be able to listen attentively to the oral contributions of others and give a brief summary of what is said</p> <p>—Be able to work creatively in teams by cooperating with others in a manner which is respectful of diverse views, values and the cultural position of others</p> <p>—Be able to identify strengths and weaknesses on the basis of considering feedback, and seek help with improving performance on that basis</p> |
|--|--|--|---|---|--|--|

Stage 2

| | | | | | | | |
|--|-------|-------|-------|---|-------|-------|-------|
| On progression from the second year (Stage 2), students will be able to: | | | | <p>In Sociology, students are expected to consolidate their understanding of core and specialist sociological concepts, engage with primary research in core and specialist sociological topics and use their understanding and awareness of the academic field. This is evidenced through a series of individual assessments and group activities, through which students learn to plan their work, develop their own analytical approach and demonstrate increasing confidence in critically evaluating social issues and situations.</p> <p>In Philosophy, students are expected to develop reasonable depth and breadth of knowledge and understanding in some key topic areas in philosophy. They are given key readings and introduced to the issues, but they are expected to tackle more difficult puzzles and materials and/or are expected to do more in terms of developing their own understanding and exploring the relevant literature than in Year 1. They are expected to express their understanding of key problems, issues, positions, and arguments in clear and concise terms. They are expected to argue for their view on a question or issue, and to consider and weigh objections to central arguments and potential responses to those objections. They are expected to be able to engage in critical discussion with others.</p> | | | |
| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |

| | | | | | | |
|--|---|---|---|---|---|--|
| Understand and explain key problems, issues, and debates across a range of areas of philosophy and sociology | Interpret social problems and situations effectively by challenging common assumptions systematically, applying a critical appreciation of evidence-based claims concerning contemporary issues and cultural trends | Develop and articulate ranges of alternative solutions to philosophical problems and issues in an open-minded way, drawing on module materials and seeking out novel alternatives through research, extrapolation, and analogy—applying lessons from previous study to novel problems | Articulate arguments for and against the alternative solutions considered in relation to a particular philosophical problem, drawing on module materials, identifying some points of weakness and some potential options for development, and go on to make a judgement about what is the best view on a particular problem and provide a defence of this judgement, weighing objections to arguments and responses to these objections | Design responsible sociological research, demonstrating awareness of qualitative and/or quantitative skills appropriate to empirically rigorous analysis of social issues | Communicate complex and difficult ideas in clear, precise, and accessible terms in a variety of formats | <p>—Be able to read and make notes on texts, identifying key claims and arguments</p> <p>—Be able to make cogent notes on lecture presentations</p> <p>—Be able to apply some strategies for approaching novel texts with a view to understanding and evaluating them</p> <p>—Be able to schedule independent work relating to extended module reading lists and a relatively demanding schedule for completion of tasks</p> <p>—Be able to formulate summaries of sections of texts and present these orally</p> <p>—Be able to work creatively in teams by cooperating with others in a manner which is respectful of diverse views, values and the cultural position of others</p> <p>—Be able to apply strategies for improving work, based on a critical reflection, advice, and feedback, and evaluate one's own work in relation to stated criteria</p> |
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Stage 3

| (For Integrated Masters) On progression from the third year (Stage 3), students will be able to: | | | | <p>In Sociology, students are expected to be able to apply their understanding of core and specialist sociological concepts to emerging social issues and to translate the findings of primary research in core and specialist sociological topics within their own analyses of social situations and cultural areas of enquiry.</p> <p>In Philosophy, students are expected to engage with difficult issues and material—including some at the forefront of contemporary work—and work autonomously to develop understanding. They are expected to work autonomously to arrive at a view on particular questions/issues, and present a sustained line of argument in defence of this judgement. They are expected to have a more sophisticated appreciation of the ways in which their position and initial arguments might be resisted: identifying objections and responses, and evaluating their relative strength.</p> | | | |
|--|---|---|---|---|--|--|-------|
| PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
| Understand and explain key problems, issues, and debates across a range of areas of philosophy and sociology (including some at the forefront of contemporary work) and apply this understanding in approaching new problems | Address and evaluate ethical and social issues effectively by systematically challenging common assumptions and applying philosophical concepts, sociological theories, and critical understanding of the complexities of present-day societies | Develop and articulate ranges of alternative solutions to philosophical problems in an open-minded and imaginative way, and establish ways of making progress in answering questions even where it is unclear in the first instance how to proceed or what the standards for a good answer to the question might be | Lay out what can be said for and against proposed solutions to philosophical problems, and make a measured judgement about what is the best solution in each case, supporting that judgement with a sustained line of argument based on the considerations raised | Design and undertake ethical, responsible sociological research which draws upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues | Critically synthesise and communicate complex information and arguments in clear, precise, and accessible terms in appropriate formats | Work effectively and creatively as a thinker, learner and researcher, individually and in collaboration with others, in a manner which is respectful of diverse views, values and the cultural positions of others | |

Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA'). It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

[illegible]

[illegible]

[illegible]

Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

| Option List A - Philosophy Research- led Modules (run Autumn or Spring) (example selection only—modules offered may vary from year to year) | Option List B - Philosophy 10-credit Modules | Option List C - Sociology Year 3 Modules | Option List D | Option List E | Option List F | Option List G | Option List H |
|--|--|--|---------------|---------------|---------------|---------------|---------------|
| Contemporary Moral Theory | Philosophy Option Module – Autumn | Sociology Research- Led Module (Autumn) | | | | | |
| German Idealism: Moral, Legal, and Political Philosophy | Philosophy Option Module – Spring (Reading Group, Essay assessed) | Sociology Research- Led Module (Spring) | | | | | |
| Metaphysics of Mind | Philosophy Option Module – Spring (Lecture-based, Exam assessed) | | | | | | |
| Personal Identity | Philosophy Option Module – Summer (both types) | | | | | | |

| 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) Generic Diploma of Higher Education (Level 5/Intermediate) Generic | | | | | | | | |
| Admissions Criteria | | | | | | | | |
| TYPICAL OFFERS A levels AAB (A*BB or A*AC from three A levels) AAA BTEC Extended Diploma DDD (may vary for combined programmes) | | | | | | | | |
| 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) Philosophy/Sociology | 3 | Full-time | | Please select Y/N | Yes | Please select Y/N | No | n/a |
| Language(s) of study | | | | | | | | |
| English. | | | | | | | | |
| Language(s) of assessment | | | | | | | | |
| English. | | | | | | | | |
| Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB) | | | | | | | | |
| Is the programme recognised or accredited by a PSRB | | | | | | | | |
| Please Select Y/N: | No | if No move to next Section if Yes complete the following questions | | | | | | |

| | | |
|---|----------------------|--|
| Name of PSRB | | |
| | | |
| Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award) | | |
| | | |
| Additional Professional or Vocational Standards | | |
| Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme? | | |
| Please Select Y/N: | <input type="text"/> | if Yes, provide details |
| | | |
| (max 200 words) | | |
| University award regulations | | |
| The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document. | | |
| Are students on the programme permitted to take elective modules? | | |
| [See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf] | | |
| Please Select Y/N: | <input type="text"/> | |
| Careers & Placements - 'With Placement Year' programmes | | |
| <p>Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).</p> <p>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.</p> | | |
| Programme excluded from Placement Year? | No | If yes, what are the reasons for this exemption: |
| 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:

No

Additional information

Transfers out of or into the programme

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

No

Additional details:

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

No

Additional details:

Exceptions to University Award Regulations approved by University Teaching Committee

Exception

Please detail any exceptions to University Award Regulations approved by UTC

Date approved

Date on which this programme information was updated:

18/01/2017

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 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
| | | Understand and explain key problems, issues, and debates across a range of areas of philosophy and sociology (including some at the forefront of contemporary work) and apply this understanding in approaching new problems | Address and evaluate pressing ethical and social issues effectively by systematically challenging common assumptions and applying philosophical concepts, sociological theories, and critical understanding of the complexities of present-day societies | Develop and articulate ranges of alternative solutions to complex problems in an open-minded and imaginative way, and establish ways of making progress in answering questions even where it is unclear in the first instance how to proceed or what the standards for a good answer to the question might be | Lay out what can be said for and against proposed solutions to philosophical problems, and make a measured judgement about what is the best solution in each case, supporting that judgement with a sustained line of argument based on the considerations raised | Design and undertake ethical, responsible sociological research which draws upon appropriate qualitative and/or quantitative skills to produce empirically rigorous analysis of social issues | Critically synthesise and communicate complex information and arguments in clear, precise, and accessible terms in appropriate formats | Work effectively and creatively as a thinker, learner and researcher, individually and in collaboration with others, in a manner which is respectful of diverse views, values and the cultural positions of others | #REF! |

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| Stage 1 | Beginning Philosophy PHI00001C 10 Credits | Progress towards PLO | Students will develop a basic understanding of a range of problems and approaches in from 'applied' and 'theoretical' philosophy and its history | | Students will develop awareness of some different solutions to and approaches to solving philosophical problems | Students will: (i) develop their ability to argue and assess arguments; (ii) develop their argumentation skills. In working to reach a definite conclusion about a philosophical issue in response to a particular question, students will develop (a) their ability to select relevant material and points to make and (b) their ability to reach a conclusion which favours one view over others for demonstrable reasons | | Students will develop their ability to communicate novel ideas in writing and their ability to structure an essay independently | KEY: Students will: (i) reflect on and develop their understanding of what is distinctive and new to them about university level study of philosophy (e.g. the way in which a successful essay is one which presents a sustained line of argument, rather than a selection of disparate considerations), and what they need to do in order to write well and engage appropriately with the course material; (ii) develop strategies for overcoming problems with their written work, and be aware of what they do well and where there is room for improvement | |
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| | | By working on (and if applicable, assessed through) | By attending and engaging with 'taster' lectures on a wide variety of philosophical topics | | By engaging with lectures and researching an essay on a chosen topic from the 'taster' lectures | By (respectively): (i) completing the Critical Thinking element of the online module material; (ii) writing an essay on a chosen topic from the 'taster' lectures | | By writing an essay on a chosen topic from the 'taster' lectures | By (respectively): (i) working through the online tutorials; (ii) reading, reflecting upon and perhaps talking about the feedback provided on their essay | |
| Stage 1 | Reason and Argument B PHI00006C 10 Credits | Progress towards PLO | BOTH KEY: Students will: (i) acquire the basic logical literacy (abilities with concepts, terminology, and notation of logic) required for understanding philosophical texts and discussions in the remainder of the programme; (ii) be able to demonstrate a critical awareness of the workings of language | | Students will develop their abilities to produce candidate solutions | KEY: Students will come to be able to apply the concepts and techniques of logic to clarify, articulate, and evaluate arguments in a systematic way | | | Students will develop their abilities to collaborate in seeking solutions to problems | |

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| | | By working on (and if applicable, assessed through) | By (respectively): (i) working to express claims and arguments expressed in natural language in logical terms; (ii) tackling puzzles and problems concerning the meaning of and logical relations between claims | | By tackling puzzles and problems concerning the meaning of and logical relations between claims | By tackling puzzles and problems concerning the meaning of and logical relations between claims | | | By discussing and evaluating answers to set questions in seminars | |
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| Stage 1 | Early Modern Philosophy B PHI00002C 10 Credits | Progress towards PLO | Students will be able to understand and explain some key debates about the nature of the world and our experience and knowledge of it | | Students will develop their ability to identify and characterize solutions | Students will develop their abilities to (i) identify and describe key arguments in the work of others, and (ii) to make a judgement on what is the best response to a philosophical puzzle | | Students will: (i) develop their ability to express themselves orally; (ii) improve their ability to explain philosophical issues in writing | Students will: (i) develop their abilities to work effectively in an independent way and engage in close reading to develop understanding; (ii) develop their ability to engage in fruitful philosophical discussion with others—making clear, concise, and relevant contributions, and listening carefully to others | |
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| | | By working on (and if applicable, assessed through) | By engaging in close reading of some carefully selected texts from the Early Modern period (including pieces by figures like Descartes and Malebranche) which debate key questions, and by participating in extended seminar discussions of these texts | | By examining the different responses to philosophical questions presented by opposed seminar readings and responding to seminar preparation guidance | By engaging in and reflecting on extended seminar discussions of texts presenting opposed views, and by preparing a summative essay | | By (respectively): (i) presenting their responses to the texts in extended seminar discussions; (ii) writing essays on selected issues covered in the course and reflecting on feedback given | By (respectively): (i) engaging in study where the emphasis is on seminar preparation and discussion involving primary texts; (ii) engaging in extended seminar discussions | |
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| <p>Stage 1</p> | <p>Ethics PHI00007C 20 Credits</p> | <p>Progress towards PLO</p> | <p>Students will be able to engage with (debate and deliberate about) at least some of the most important ideas in a range of fundamental debates in Ethics and the structure and content of some key arguments employed to defend various views in those debates; and students will also develop and demonstrate their ability to explain these things to others in discussion</p> | <p>KEY: Students will form a critical understanding of value and moral obligation, which challenges their common assumptions and preconceptions</p> | <p>Students will: (i) appreciate and be able to explain some of the range of solutions available in the debates studied; (ii) reflect upon the possible solutions in a creative and engaged way which is apt to bring them to develop their own distinct solutions</p> | <p>Students will: (I) [KEY] develop their ability to assess ideas in relation to the arguments which might be used to support them, and become more familiar with a range of argumentative strategies which might be employed by them in novel ways; (II) develop their ability to articulate arguments in a precise and perspicuous way, highlighting what is most contentious and most important; (III) [KEY] develop and refine their understanding of the possible views and of the arguments which might be used to support those views, and they will develop their ability to determine which view – if any – has the most to recommend it, taking into account not only the cogency of the particular arguments in question but also any other factors which might recommend</p> | | <p>Students will: (i) develop their ability to state key ideas and arguments orally; (ii) develop and demonstrate their ability to express themselves clearly in writing under pressure</p> | <p>Students will: (I) develop their capacity to work in a focused way under self-direction, highlighting aspects of their work with which they need further help; (II) learn to articulate their views clearly and sensitively, respect and respond critically but appropriately to others' ideas, and take advantage of the understanding and ideas others have; (III) develop their ability to form a rounded understanding of a topic area which can be deployed flexibly to address a newly-presented question</p> | |
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| | | By working on (and if applicable, assessed through) | By thinking about and discussing both 'theoretical' and 'applied' issues in moral philosophy, stimulated by ideas from carefully selected historical texts and recent work in the field | By studying and forming ideas about a range of moral issues, focusing their attention on the arguments and considerations which count in favour of and against particular views, and applying philosophical concepts to the study of morality | By (respectively): (i) reading about and being introduced to a range of different views in each debate, and often a range of different approaches to the characterisation of and/or solution to the problems at issue; (ii) responding (in thought, discussion and writing) to these solutions in a critical way to make a judgement as to their merits | By (respectively): (I) reading about and being introduced to systematic and logical arguments in moral philosophy (including theoretical ones about, e.g., the metaphysical status of moral truths, and applied ones about, e.g., the moral limits of markets) and reflecting on the structure, strengths and weaknesses of those arguments; (II) discussing these arguments in seminars and in writing; (III) thinking about (in individual study) and discussing (in seminars) various views in each debate studied, and by planning and writing an essay on selected issues which reaches its conclusion on the basis of argument and the presentation of reasons | | By (respectively): (i) preparing for and actively participating in seminar discussions; (ii) preparing for and completing a closed exam involving production of two essay-style answers | By (respectively): (I) preparing for lectures and seminars by reading set texts and making notes detailing key points and questions (both clarificatory and critical) which arise from that reading; (II) participating in seminar discussion of sometimes contentious and/or difficult moral issues; (III) preparing for the closed exam | |
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| Stage 1 | Introduction to Ancient Philosophy B PHI00010C 10 Credits | Progress towards PLO | Students will develop understanding of some key problems, issues, and debates | | Students will develop their ability to identify and distinguish proposed solutions and interpretations | Students will: (I) develop their ability to articulate arguments outlined in the module materials and consider these arguments critically; (II) develop their ability to critically assess arguments presented in module materials; (III) be able to contrast and compare positions and arguments presented in module materials with alternative positions and arguments; (IV) develop their sensitivity to key features of the arguments considered, including validity and plausibility of premises; (V) develop their ability to form a judgement on a particular issue based on evidence they have assembled | | Students will: (i) develop their ability to state key ideas and arguments orally; (ii) develop their ability to state key ideas and arguments in written form | Students will: (i) acquire basic strategies for approaching philosophical texts in a way which assists understanding and evaluation—e.g. identifying key claims and arguments; (ii) develop their abilities to present answers to study questions orally and to engage with the contributions of others | |
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| | | By working on (and if applicable, assessed through) | By reading Ancient Greek texts (in English translation) with support from lectures and seminar guidance notes | | By studying the texts, and preparing for and engaging in seminar discussions | By (respectively): (I) preparing and writing formative and summative work; (II) engaging actively in seminar discussions; (III) engaging with additional secondary material; (IV) discussing arguments found in the text/s studied in seminars and deciding on what to conclude from their essay discussions; (V) preparing an essay on an important critical issue addressed in the text/s studied | | By (respectively): (i) preparing for and actively participating in seminar discussions; (ii) preparing and writing formative and summative assessments | By (respectively): (i) engaging in regular seminar preparation involving guided reading; (ii) participating in seminar discussions guided by a seminar tutor | |
| Stage 1 | Introduction to Sociological Theory (30 credits) | Progress towards PLO | Students are introduced to the theories of core sociological thinkers from the classical and contemporary intellectual traditions. | Students critically engage with the original writings of sociological theorists. | | | | 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. | |

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| | | By working on (and if applicable, assessed through) | Seminar tasks (formative) and Spring term essay and Summer exams (summative assessment). | In their first assessment, students critically reflect upon an original piece of writing from classical social theory. This is intended to challenge students on the course in their common assumptions (on issues of gender, social organisation and economic systems) and to read theory through original works rather than textbook summaries. | | | | Seminar tasks (formative) and Spring term essay and Summer exams (summative assessment) | Seminar tasks (formative) | |
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| Stage 1 | Cultivating a Sociological Imagination (30 credits) | 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 and sociological debates | Students evaluate empirical sociological research papers and their findings, in order to contextualise and contest common-place understandings of core social categories and themes (such as class, gender, race and age) and open up critical understandings of their intersections and complexities | | | 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 | |
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| | | By working on (and if applicable, assessed through) | Seminar tasks (formative) and Spring term essay and Summer exams (summative assessment). Students will develop their abilities in interpreting social issues and representing, through their arguments, their multi-facted aspects | 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. The Spring term essay (a topic based essay) is a test of students' developing confidence in questioning commonly held assumptions about core social issues and cultural trends | | | Spring term seminar tasks (not summatively assessed) include desk-based research on module topics, and these introduce the principles of planning research collaboratively | Autumn and Spring term seminar tasks include group presentation tasks, delivered orally and using digital technologies. Spring term essay and Summer exam (summative assessment) are designed so that students can develop their ability to synthesise the arguments of others and use them to craft their own intellectual position on social issues. | These are skills drawn upon in a routine way throughout the module and are not assessed formally (although tutors report on them in individual seminar report forms) | |
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| <p>Stage 2</p> | <p>Key Ideas Modules – Value Band 20 Credits</p> | <p>Progress towards PLO</p> | <p>Students will: (i) come to understand and be able to explain a representative range of debates in the area addressed by the module, and apply their understanding in addressing novel problems; (ii) develop their ability to form and deploy a broad view of a subject area</p> | <p>(NOTE: <i>For Value Band only</i>) Students will challenge common ethical assumptions, and come to be able to apply philosophical methods and insights to contemporary moral problems</p> | <p>Students will enhance their ability to identify potential solutions by extrapolation and analogy</p> | <p>Students will: (i) develop their ability to construct and critically evaluate arguments; (ii) develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses</p> | | <p>Students will: (i) improve their ability to express complex ideas clearly and precisely orally and in writing; (ii) develop their ability to identify express key points of a debate in clear and concise terms; (iii) develop their ability to present an extended discussion of a difficult issue</p> | <p>Students will: (I) develop their ability to schedule and execute a sustained investigation of difficult subject matter; (II) develop their ability to collaborate with others; (III) develop their ability to amend their working methods and thinking in the light of constructive criticism; (IV) develop their ability to amend their written work in the light of constructive criticism</p> | |
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| | | | By (respectively): (i) studying that range of debates, reading, dissecting, and discussing key texts; (ii) engaging with teaching across the module in preparation for the short-answer exam element of assessment | By using philosophical concepts to engage in extended consideration of questions of value | By considering, discussing, and comparing ranges of solutions presented in lectures, seminar materials, and additional readings, and trying to develop their own ideas | By (respectively): (i) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to; (ii) preparing an essay addressing a specific question in the area addressed by the module | | By (respectively): (i) engaging in seminar discussions and preparing written assignments; (ii) preparing for and taking the short-answer exam; (iii) working to prepare an essay on a specific topic | By (respectively): (I) engaging in a survey of the subject area addressed by the module, requiring engagement with linked lectures, regular reading from an extended reading list, and advance preparation for seminar discussions; (II) engaging in seminar discussions and a variety of seminar activities; (III) reflecting on comments on their contributions to seminar discussions made by colleagues and tutors; (IV) reflecting on feedback on their formative work | |
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| Stage 2 | Key Ideas Modules – Theoretical Philosophy Band | Progress towards PLO | Students will: (i) come to understand and be able to explain a representative range of debates in the area addressed by the module, and apply their understanding in addressing novel problems; (ii) develop their ability to form and deploy a broad view of a subject area | | Students will enhance their ability to identify potential solutions by extrapolation and analogy | Students will: (i) develop their ability to construct and critically evaluate arguments; (ii) develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses | | Students will: (i) improve their ability to express complex ideas clearly and precisely orally and in writing; (ii) develop their ability to identify express key points of a debate in clear and concise terms; (iii) develop their ability to present an extended discussion of a difficult issue | Students will: (I) develop their ability to schedule and execute a sustained investigation of difficult subject matter; (II) develop their ability to collaborate with others; (III) develop their ability to amend their working methods and thinking in the light of constructive criticism; (IV) develop their ability to amend their written work in the light of constructive criticism | |
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| | | | By (respectively): (i) studying that range of debates, reading, dissecting, and discussing key texts; (ii) engaging with teaching across the module in preparation for the short-answer exam element of assessment | | By considering, discussing, and comparing ranges of solutions presented in lectures, seminar materials, and additional readings, and trying to develop their own ideas | By (respectively): (i) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to; (ii) preparing an essay addressing a specific question in the area addressed by the module | | By (respectively): (i) engaging in seminar discussions and preparing written assignments; (ii) preparing for and taking the short-answer exam; (iii) working to prepare an essay on a specific topic | By (respectively): (I) engaging in a survey of the subject area addressed by the module, requiring engagement with linked lectures, regular reading from an extended reading list, and advance preparation for seminar discussions; (II) engaging in seminar discussions and a variety of seminar activities; (III) reflecting on comments on their contributions to seminar discussions made by colleagues and tutors; (IV) reflecting on feedback on their formative work | |
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| Stage 2 | Key Ideas Modules – History of Philosophy Band 20 Credits | Progress towards PLO | Students will: (i) come to understand and be able to explain a representative range of debates in the area addressed by the module, and apply their understanding in addressing novel problems; (ii) develop their ability to form and deploy a broad view of a subject area; <i>PLUS</i> (iii) (for History of Philosophy Band Only) develop their ability to form, amend, and refine a detailed understanding of a body of philosophical work | | Students will enhance their ability to identify potential solutions by extrapolation and analogy | Students will: (i) develop their ability to construct and critically evaluate arguments; (ii) develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses | | Students will: (i) improve their ability to express complex ideas clearly and precisely orally and in writing; (ii) develop their ability to identify express key points of a debate in clear and concise terms; (iii) develop their ability to present an extended discussion of a difficult issue | Students will: (I) develop their ability to schedule and execute a sustained investigation of difficult subject matter; (II) develop their ability to collaborate with others; (III) develop their ability to amend their working methods and thinking in the light of constructive criticism; (IV) develop their ability to amend their written work in the light of constructive criticism | |
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| | | | By (respectively): (i) studying that range of debates, reading, dissecting, and discussing key texts; (ii) engaging with teaching across the module in preparation for the short-answer exam element of assessment; (iii) (History Band only) undertaking an extended investigation into the thought of one philosopher or a group of philosophers | | By considering, discussing, and comparing ranges of solutions presented in lectures, seminar materials, and additional readings, and trying to develop their own ideas | By (respectively): (i) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to; (ii) preparing an essay addressing a specific question in the area addressed by the module | | By (respectively): (i) engaging in seminar discussions and preparing written assignments; (ii) preparing for and taking the short-answer exam; (iii) working to prepare an essay on a specific topic | By (respectively): (I) engaging in a survey of the subject area addressed by the module, requiring engagement with linked lectures, regular reading from an extended reading list, and advance preparation for seminar discussions; (II) engaging in seminar discussions and a variety of seminar activities; (III) reflecting on comments on their contributions to seminar discussions made by colleagues and tutors; (IV) reflecting on feedback on their formative work | |
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| Stage 2 | Second Year Option Module (Philosophy) – Lecture Based (Optional) 10 Credits | Progress towards PLO | Students will develop their ability to form a clear view of a topic which can be exploited to develop solutions | | Students will develop their ability to identify and articulate solutions | Students will: (i) develop their ability to construct and critically evaluate arguments; (ii) develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses | | Students will develop their ability to express themselves clearly and concisely | Students will develop their ability to collaborate with others | |
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| | | | By studying some specific and interrelated problems in a specialist area of philosophy | | By investigating and discussing proposals presented in lectures and seminar readings | By (respectively): (i) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to; (ii) preparing for and answering an essay-style exam on a specific question in the area addressed by the module | | By making notes in advance of seminars, engaging in extended seminar discussions, and producing written assignments | By engaging in seminar discussions | |
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| Stage 2 | Second Year Option Module (Philosophy) – Reading Group (Optional) 10 Credits | Progress towards PLO | Students will develop their ability to work independently to form a clear view of a topic which can be exploited to develop solutions | | Students will enhance their ability to articulate and develop solutions | Students will: (i) develop their ability to construct and critically evaluate arguments; (ii) develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses | | Students will develop their ability to express themselves clearly and concisely | Students will develop their ability to collaborate with others in developing knowledge and understanding | |
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| | | | By approaching some specific and interrelated problems in a specialist area of philosophy primarily by independent reading and seminar discussions of primary texts | | By forming their own views of proposals presented in primary texts and discussing their nature, relations, and possible elaboration in seminar reading groups | By (respectively): (i) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to; (ii) preparing an essay addressing a specific question in the area addressed by the module | | By making notes in advance of seminars, engaging in extended seminar discussions, and producing written assignments | By engaging in extended seminar discussions in which expository and clarificatory work must be completed without lecture back-up | |
| Stage 2 | Social Research Methods (Sociology) 30 credits - CORE if students wish to take Sociology's Dissertation module in Year 3 | Progress towards PLO | | Students are taught how to evaluate and critically assess the methodology employed in existing empirical research, including their underlying and common-place assumptions about the topic of study | | | Students 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 | |

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| | | By working on (and if applicable, assessed through) | | Summative assessment in the form of a methodological critical review requires students to evaluate and critically analyse evidence-based claims in social research, in order to draw out the complexities of the topic of 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 summative assessment in the form of a written research report. Practical qualitative skills in data collection and analysis are learned 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. Summative 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. Summative assessment in the form of a | | Students work together to design the student survey, and present the results of archival research they have conducted. This is not assessed summatively. | |
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| Stage 2 | <p>Second Year Sociology Option Module – Lecture and Seminar Based 30 credits. These are Optional modules, from a list including 1) Popular Culture, Media and Society; 2) Sociology of Health and Illness; 3) Contemporary Political Sociology; 4) Gender, Sexuality and Inequality; 5) Social Interaction and Conversation Analysis; 6) Divisions and Inequalities</p> | Progress towards PLO | <p>Students examine a range of contemporary issues on these modules, including questions of gender, race/ethnicity, class, power, health, technologies and globalisation. Students use a range of sociological theories to examine the implications of those issues for people's lives, social groups and institutions.</p> | <p>Regardless of the module, students are required to read original sociological research and theoretical papers, evaluate their findings or arguments and to use these to analyse and challenge common assumptions underlying contemporary social issues.</p> | | | <p>Social Interactions and Conversation Analysis ONLY: Students conduct their own mini-research project, designing the research questions, selecting and analysing data from existing corpora</p> | <p>Regardless of the module, students will be expected to critically synthesise and communicate complex information and arguments about emerging social issues and contemporary debates.</p> | <p>Students are given tasks to prepare material on throughout our modules, in order to discuss in groups in class. These tasks can often relate to sensitive and/or controversial topics that generate divergent views. Students are required to discuss these views in a manner that is informed, critical and respectful.</p> | |
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| | inequalities | By working on (and if applicable, assessed through) | Seminar tasks (formative) requiring critical sociological engagement with topics; essay and exam (summative) in which students argue their positions. | Seminar tasks (formative) requiring critical sociological engagement with topics; essay/exam/mini projects (summative assignments which vary by module) in which students argue their positions. | | | Social Interactions and Conversation Analysis ONLY: Analytic project (summative assessment) | Presentations, debates and discussions in seminars (formative); exam and essay (summative). | Group discussions and presentations. | |
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| Stage 3 | Research-led Taught Module (Philosophy) 20 Credits | Progress towards PLO | KEY: Students will develop and demonstrate their ability to provide insightful and detailed explanations of philosophical problems | | KEY: Students will develop and demonstrate their ability to make progress and identify solutions even where it's unclear in the first instance how to proceed | BOTH KEY: Students will: (i) come to be able to analyse and generate sophisticated logical arguments; (ii) come to be able to present a sustained and detailed case for a judgement based on careful weighing of arguments, objections, and responses | | Students will develop and demonstrate their ability to express complex ideas and arguments in clear, precise, and accessible terms | Students will hone their abilities to work independently and in collaboration with others | |
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| | | | By tackling difficult philosophical issues, including some at the forefront of contemporary debate | | By working on a cutting-edge topic and engaging with a tutor working on an area in which they research | By (respectively): (i) engaging with high-level contemporary debates and developing arguments, objections, and responses; (ii) working to produce a substantial essay seeking to provide an answer to a challenging philosophical question | | By working to produce a substantial essay addressing challenging philosophical material | By pursuing an exploration of a difficult topic, involving work on an extended reading list and regular creative dialogue with their tutor and fellow students in seminar discussions | |
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| Stage 3 | Advanced Module (Philosophy, independent study) 10 Credits | Progress towards PLO | Students will develop and demonstrate their ability to come to an understanding of an issue which they can articulate in a clear and insightful way | | Students will develop and demonstrate their ability to identify and develop solutions even where it's unclear in the first instance how to proceed | Students will: (i) develop and demonstrate their ability to analyse and generate sophisticated logical arguments; (ii) test and extend their ability to present a sustained and detailed case for a judgement based on careful weighing of the arguments | | Students will develop and demonstrate their ability to express complex ideas and arguments in clear, precise, and accessible terms | Students will develop and demonstrate their ability to work effectively, creatively, and independently | |
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| | | | By working independently on an advanced topic | | By working independently to address a difficult problem | By (respectively): (i) working independently to engage with a high-level debate; (ii) working independently to produce a substantial essay seeking to provide an answer to a challenging philosophical question | | By working independently to produce an essay on an advanced topic, | By pursuing an individual project in which they have to determine the question and plot a path through the material | |
| Stage 3 | Dissertation (Sociology) 40 credits | Progress towards PLO | Students will be guided towards an independent project which demonstrates in-depth understanding of sociological debates and empirical material and results in an original piece of work that rigorously and systematically analyses a social issue of their choice. | Students will evaluate and critically assess a wide range of empirical and theoretical literatures in the area of their choice | | | The dissertation module has at its 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. | 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. | | |

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| | | By working on (and if applicable, assessed through) | 4 hours of supervision, dissertation workshops, feedback on a draft (formative) and a 10,000 word report on a topic of their choice (summative) | 4 hours of supervision, dissertation workshops, feedback on a draft (formative) and a 10,000 word report on a topic of their choice (summative) | | | 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 (formative) and a 10,000 word report on a topic of their choice (summative) | 4 hours of supervision, dissertation workshops, feedback on a draft (formative) and a 10,000 word report on a topic of their choice (summative) | | |
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| <p>Stage 3</p> | <p>Research-led Taught Modules (Sociology) 20 credits. These are split between Autumn and Spring term modules. They are optional modules, and they include: 1. Advanced Social Theory; 2. Analysing Doctor-Patient Interaction; 3. Sociology of the Paranormal; 4. Birth, Marriage, Death; 5. Gender, Crime Sexuality; 6. Morbidity, Culture and Corpses; 7. Cinema, Cities and Crime; 8. Sociology of the North; 9. Humans and Other Animals; 10. Migration and Tourism; 11. Racial State; 12. Global transformation of Health; 13. Emotions in the Social World; 14. Art, Taste, Stratification; 15. Body and Society.</p> | <p>Progress towards PLO</p> | <p>Regardless of the module, in their third year Sociology options, students focus on the interpretation and explanation of multi-faceted contemporary issues, and their implications for individual lives and social groups, using knowledge of key sociological concepts and theories to build their understanding of these issues.</p> | <p>Regardless of the module, students are encouraged to draw on sociological research to offer theoretically informed critiques of common assumptions about social issues and to provide analyses that capture the complexities of these issues.</p> | | | <p>Emotions in the Social World ONLY: Students work on an analysis of cultural texts throughout the module for a portfolio which is summatively assessed. They use this to develop their skills in epistemology and in textual analysis. Art, Taste and Stratification ONLY: As part of the seminar programme, students prepare a short research project proposal in small groups about how to study people's tastes and cultural consumption. Cinema, Cities and Crime ONLY: 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</p> | <p>Regardless of module, in their third year options students will develop their skills in synthesising relevant scholarly literatures and using their findings to present theoretically driven arguments.</p> | <p>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.</p> | |
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| | | By working on (and if applicable, assessed through) | Students develop their knowledge in the field of enquiry through reading and seminar discussion (formative). They also work on a summative assessment, typically taking the form of a 4000 word essay, although some modules split summative assessment between oral presentations and shorter essays/written formats (Racial State/Emotions in the Social World/Birth, Marriage and Death). | Typically this is demonstrated through the essay format (and summatively assessed) - though as noted there is a variety of assessments used in some modules that encompass oral presentations. Students will demonstrate their capacity to challenge evidence based claims about social issues through deploying theoretical arguments that add complexity to their understanding of them. | | | <p>Emotions in the Social World ONLY: The portfolio forms part of their summative assessment.</p> <p>Art, Taste and Stratification ONLY: The group proposal takes place in week 9</p> <p>Cities, Cinema and Crime ONLY: The project offers a summative assessment of the ability to design and undertake research, written up in the student's essay.</p> | Typically this is demonstrated through the essay (summative) - though as noted there is a variety of assessments used in some modules that encompass oral presentations. Whether in oral presentation or written work, students will demonstrate their confidence in composing well-structured academic arguments through the review and synthesis of advanced statements of sociological theory | Group seminar discussions each week. | |
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