

University of the West of England

What follows is a description of each programme that the Sociology Group runs and the possible optional modules that you can take. These are:

- BA Honours Sociology
- BA Honours Criminology and Sociology
- BA Honours Sociology with Criminology*
- BSc Sociology with Psychology

*Students on the Criminology and Sociology award may switch on to this pathway

You need to choose modules dependent on the programme that you are on and upload your options using the Option Module Choice (OMC) allocator.

If you have any questions then please contact me **Dr Sean Creaven** – Programme Leader for Sociology – sean.creaven@uwe.ac.uk

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Sociology Awards: BA (Hons) Sociology – YEAR 2

Module Structure:

You take these **core** modules (NB *Developing Self and Society* and *Nature and Uses of Research* are 15 credit modules and you take one term each) and then choose two from the **option** modules list below.

UZSY6V-30-2: *Theorising Social Life* (30 Credits)

UZQSTA-15-2: *Nature and Use of Research* (15 Credits)

UZSSTR-15-2: *Developing Self and Society* (15 Credits)

Optional Modules:

For Year Two you choose one 30-credit module from **EITHER:**

UZSNRC-30-2: *Gender and Society* (30 Credits)

OR

UZSY78-30-2: *'Difference': Race, Ethnicity and Diversity in Contemporary Society* (30 Credits)

And you choose either one 30-credit module or two 15-credit modules. **EITHER:**

UZSY8K-30-2: *Love, Intimacy and Personal Life: The Sociology of Families* (30 credits)

OR

UZSY75-15-2: *Crime, Media and Culture* (15 credits) (Term 1) **AND**

UZSKFT-15-2: *Drugs, Crime and Society* (15 credits) (Term 2)

Sociology Awards: BA (Hons) Sociology - YEAR 3

Module Structure:

You take this **core** module choosing within it between **EITHER** a Dissertation (Project) **OR** a Placement

USPSTS-30-3: Sociology Project and Placement Module (30 Credits)

You also take 90 Credits of **optional** modules: Choose **three** from the following list:

UZSNPA-30-3: Contemporary Critiques of Modern society (30 Credits)

UZSSJN-30-3: Protest, Policing and Public Order (30 Credits)

UZSNQP-30-3: Childhood Disorder and Disordered Childhood (30 Credits)

UZSNPK-30-3: Psychoanalysis, Society and the Irrational (30 Credits)

UZSSJQ-30-3: Digital Media and Society (30 Credits)

UZSY6W-30-3: Sustainable Futures: Society & Environment in an Age of Crisis (30 Credits)

UZSNQH-30-3: Stop, Look, Listen: Sociology of Culture (30 Credits)

Sociology Awards: BA (Hons) Criminology and Sociology - YEAR 2.

Module Structure:

You take 90 Credits of **core** modules. NB: *Developing Self and Society*, *Criminology in Action*, and *Nature and Uses of Research* are 15 credit modules and students take one each term). You also choose EITHER one 30 Credit Sociology **option** OR two 15 Credit Sociology **options**. And you choose EITHER one 30 Credit Criminology **option** module OR two 15 Credit Criminology **option** modules from those listed below.

| Core module | Core Module | Core Module | Option |
|--|---|---|--|
| UZSY6V-30-2 <i>Theorising Social Life</i> (30 Credits) | UZSY78-30-2 <i>Contemporary Perspectives in</i> | UZQSTA-15-2 (Sociology)– <u>OR</u> UZSY65-15-2 (Criminology) | <u>EITHER</u> : one (if 30 Credits) or two (if 15 Credits) |

| | | | |
|--|--------------------------|--|--|
| | Criminology (30 Credits) | <i>Nature and Use of Research</i> (15 Credits) UZSSTR-15-2 - <i>Developing Self and Society</i> (Sociology) 15 Credits <u>OR</u> <i>Criminology in Action</i> (Criminology) (15 Credits) | Criminology option module(s) <u>OR</u> : one Sociology optional Module (30 credits) |
|--|--------------------------|--|--|

Optional Modules:

UZSNRC-30-2: *Gender and Society* – 30 Credits (Sociology)

UZSY8K-30-2: *Love, Intimacy and Personal Life: The Sociology of Families* – 30 Credits (Sociology)

UZSY78-30-2: *'Difference': Race, Ethnicity and Diversity in Contemporary Society* (Sociology OR Criminology)

UZSY75-15-2: *Crime, Media and Culture* – 15 credits (Term 1) (EITHER Sociology OR Criminology option)

UZSKFT-15-2: *Drugs, Crime and Society* – 15 credits (Term 2) (EITHER Sociology OR Criminology option)

UZSNNC-30-2: *Criminal Psychology* – 30 Credits (Criminology)

UZSYGE-15-2: *Mental Health, Crime and Criminal Justice* – 15 credits (Term 1)

UZSYGF-15-2: *Crime Prevention* – 15 credits (Term 1)

UZSNMX-30-2: *Angels or Demons: Understanding and Managing Youth Offending* – 30 Credits (Criminology)

UZSY7E-15-2: *Contemporary Issues in Criminology* – 15 Credits (Criminology)

UZSY74-15-2: *Prisons* – 15 Credits (Criminology)

IMPORTANT! PLEASE NOTE

You must take the four core modules totalling 90 credits (choosing whether to take *Nature and Uses of Research* as a Sociology-facing or Criminology-facing module). Owing to the fact that your total credits must be equally split between Criminology and Sociology, this choice will impact on whether you can choose your remaining 30 credits from the Criminology or Sociology optional module lists.

On the one hand, those students who opt to take *Nature and Uses of Research* as a Criminology-facing module (along with *Criminology in Action* – a Criminology module) must choose their remaining 30 credits from the list of Sociology option modules.

On the other hand, those students opting to take *Nature and Uses of Research* as a Sociology-facing module (along with *Developing Self and Society* – a Sociology module) will need to choose their remaining 30 credits from the list of Criminology option modules.

You may select *Drugs, Media and Culture* (15 credits) and *Drugs, Crime and Society* (15 credits) from EITHER the Sociology option list OR from the Criminology option list. This is because these “belong” to both programmes.

Sociology Awards: BA (Hons) Criminology and Sociology - YEAR 3.

Module Structure:

You take these two **core** modules choosing between a Sociology or Criminology dissertation and a placement within the Social Sciences Project and Placement Module.

Optional modules (**Sociology** and **Criminology**): You choose one **option** from the Sociology list below if you are doing the *Sociology Project/Placement*. If you choose the *Criminology Project* or *Criminology Placement* you must choose two **Sociology** optional modules. If you choose the *Sociology Project/Placement* you must choose one optional module from **Criminology** (if a 30 Credit module) or two from Criminology (if 15 Credit modules) and one from **Sociology**. All Sociology options are 30 Credits.

| CORE MODULE | CORE MODULE | OPTION 1 | OPTION 2 |
|---|---|--|---|
| UZSY5K-30-3 - <i>Sociology Project and Placement</i> (30 Credits) <u>OR</u> UZSY5T-30-3 – <i>Criminology Project or Placement</i> Module (30 Credits) | UZSNQK-30-3 – <i>Transnational Crime and Comparative Criminology</i> (30 Credits) | One Sociology optional module (30 Credits) – if you take the <i>Sociology Project/Placement</i> module. Two Sociology optional modules (60 Credits) – if you take the <i>Criminology Project</i> or | One Criminology optional module (if 30 Credits) or two Criminology option modules (if 15 Credits). This is unless you do the <i>Criminology Project</i> or <i>Criminology Placement</i> . If |

| | | | |
|--|--|-------------------------|---|
| | | Placement module | you do so, you choose a 30-Credit Sociology module as well) |
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Sociology Year 3 optional modules – All 30 Credits

UZSNQP-30-3: *Childhood Disorder and Disordered Childhood*

UZSNPA-30-3: *Contemporary Critiques of Modern society*

UZSSJQ-30-3: *Digital Media and Society*

UZSSJN-30-3: *Protest, Policing and Public Order*

UZSNPK-30-3: *Psychoanalysis, Society and the Irrational*

UZSNQH-30-3: *Stop, Look, Listen: Sociology of Culture*

UZSY6W-30-3: *Sustainable Futures: Society and Environment in an Age of Crisis*

Criminology Year 3 optional modules – 15 or 30 Credits

UZSNQG-15-3: *Victims and Victimology*

UZSNQV-15-3: *Terrorism*

UZSY7B-15-3: *Punishment & Human Rights*

UZSYC4-15-3: *Missing People: Lost Identities & Social Harm* –15 credits (Term 1)

UZSYC5-15-3: *Organised Crime* – 15 credits (Term 2)

UZSKFV-15-3: *Green Criminology* – 15 credits (Term 2)

UZSY7C-30-3: *Hate Crimes: offending, victimisation & policing*

UZSY7D-30-3: *Gender, Sex & Social Control*

UZSSJN-30-3: *Protest, Policing & Public Order*

UZSNQK-30-3: *Transnational Crime & Comparative Criminology* (30 Credits)

Sociology Awards: BA (Hons) Sociology with Criminology – YEAR 2

Module Structure:

You take these **core** modules (NB: *Developing Self & Society* and *Nature & Uses of Research* are 15 credit modules and students take one term each). You also choose EITHER one Sociology **option** module (30 Credits) OR two Sociology **option** modules. And you choose one or two Criminology **option** modules (30 or 15 Credits) from the option modules list below.

| Core Module | Core Module | Option | Option |
|-------------|-------------|--------|--------|
| | | | |

| | | | |
|---|---|--|--|
| UZZY6V-30-2 Theorising Social Life (30 Credits) | UZZSTA-15-2 - Nature and Use of Research (15 Credits) UZZSTR-15-2 - Developing Self and Society (15 Credits) | One (if 30 Credits) or two (if 15 Credits) optional Sociology module(s) | One (if 30 Credits) or two (if 15 Credits) optional Criminology module(s) |
|---|---|--|--|

UZZY75-15-2: *Crime, Media and Culture* – 15 credits (Sociology or Criminology) (Term 1)

UZZKFT-15-2: *Drugs, Crime and Society* – 15 credits (Sociology or Criminology) (Term 2)

UZZNNC-30-2: *Criminal Psychology* (30 Credits)

UZZNMX-30-2: *Angels or Demons: Understanding & Managing Youth Offending* (30 Credits)

UZZYGE-15-2: *Mental Health, Crime and Criminal Justice* – 15 credits (Term 1)

UZZYGF-15-2: *Crime Prevention* – 15 credits (Term 1)

UZZY7E-15-2: *Contemporary Issues in Policing* (15 Credits)

UZZY74-15-2: *Prisons* (15 Credits)

UZZY78-30-2: *'Difference': Race, Ethnicity and Diversity in Contemporary Society* (30 Credits – Criminology & Sociology module)

UZZNRC-30-2: *Gender and Society* (30 Credits)

UZZNNU-30-2: *Transgression* (30 Credits)

UZZY8K-30-2: *Love, Intimacy and Personal Life: The Sociology of Families* (30 Credits)

PLEASE NOTE: You may select *Crime, Media and Culture* (15 credits) and *Drugs, Crime and Society* as EITHER your Sociology options OR your Criminology options. This because these “belong” to both programmes.

Sociology Awards: BA (Hons) Sociology with Criminology – YEAR 3

Module Structure:

You take one **core** module choosing within it between a Project or a placement module. This core module will be a Sociology core module.

Optional modules: You choose two from the **Sociology** list, and one from the **Criminology** list, below.

| Core Module | Option | Option | Option |
|---|---|---|--|
| UZSY5K-30-3- Sociology Project and Placement Module (30 Credits) | One Sociology optional module (30 Credits) | One Sociology optional module (30 Credits) | One (if 30 Credits) or two (if 15 Credits) Criminology optional module(s) |

Sociology Year 3 optional modules (all 30 Credits)

UZSNQP-30-3: *Childhood Disorder and Disordered Childhood*

UZSNPA-30-3: *Contemporary Critiques of Modern Society*

UZSSJQ-30-3: *Digital Media and Society*

UZSSJN-30-3: *Protest, Policing and Public Order*

UZSNPK-30-3: *Psychoanalysis, Society and the Irrational*

UZSNQH-30-3: *Stop, Look, Listen: Sociology of Culture*

UZSY6W-30-3: *Sustainable Futures: Society and Environment in an Age of Crisis*

Criminology Year 3 Optional Modules (15 or 30 Credits)

UZSNQK-30-3: *Transnational Crime & Comparative Criminology* (30 Credits)

UZSNQG-15-3: *Victims and Victimology*

UZSNQV-15-3: *Terrorism*

UZSY7B-15-3: *Punishment & Human Rights*

UZSY7C-30-3: *Hate Crimes: offending, victimisation & policing*

UZSY7D-30-3: *Gender, Sex & Social Control*

UZSSJN-30-3: *Protest, Policing & Public Order*

UZSYC4-15-3: *Missing People: Lost Identities & Social Harm* –15 credits (Term 1)

UZSYC5-15-3: *Organised Crime* – 15 credits (Term 2)

UZSKFV-15-3: *Green Criminology* – 15 credits (Term 2)

Sociology Awards: BA (Hons) Sociology with Psychology – YEAR 2

Module Structure:

All students take these **core** modules (NB: *Developing Self & Society* and *Nature & Uses of Research* are 15 credit modules and students take one

each term) and then choose **one** from the Sociology **option** modules list and one from the Psychology **option** module list below.

| Core Module | Core Module | Option | Option |
|-------------|-------------|--------|--------|
| | | | |

| | | | |
|--|---|--|--|
| UZY6V-30-2 Theorising Social Life (30 Credits) | UZQSTA-15-2 - Nature and Use of Research (15 Credits) UZSSTR-15-2 - Developing Self and Society (15 Credits) | One (if 30 Credits) and two (if 15 Credits) Sociology option(s) | One Psychology option (30 Credits) |
|--|---|--|--|

USPSTY-30-2: *Mind, Brain and Development* (30 Credits)

USPSTX-30-2: *Identities in Psychology* (30 Credits)

(Please see Psychology options booklet for details of these modules)

UZY78-30-2: *'Difference': Race, Ethnicity and Diversity in Contemporary Society* (30 Credits)

UZSNRC-30-2: *Gender and Society* (30 Credits)

***UZY75-15-2**: *Crime, Media and Culture* – 15 credits (Sociology) (Term 1)

***UZSKFT-15-2**: *Drugs, Crime and Society* – 15 credits (Sociology) (Term 2)

UZY8K-30-2: *Love, Intimacy and Personal Life: The Sociology of Families* (30 Credits)

* If you take *Crime, Media and Culture* you must also take *Drugs, Crime and Society*.

Sociology Awards: BA (Hons) Sociology with Psychology – YEAR 3

Module Structure:

You take one **core** module choosing within it between **EITHER** a Project **OR** a Placement pathway.

Optional modules: You choose two modules from the **Sociology** 30 Credit list, and two 15 Credit modules from the **Psychology** list.

| Core | Option | Option | Option |
|---|--|--|--|
| UZSY5K-30-3- Sociology Project and Placement (30 Credits) | One Sociology optional module (30 Credits) | One Sociology optional module (30 Credits) | Two Psychology optional module(s) (15 Credits) |

Sociology Year 3 optional modules (all 30 Credits)

UZSNQH-30-3: *Stop, Look, Listen: Sociology of Culture*

UZSNQP-30-3: *Childhood Disorder and Disordered Childhood*

UZSNPK-30-3: *Psychoanalysis, Society and the Irrational*

UZSSJQ-30-3: *Digital Media and Society*

UZSNPA-30-3: *Contemporary Critiques of Modern Society*

UZSSJN-30-3: *Protest, Policing and Public Order*

UZSY6W-30-3: *Sustainable Futures: Society and Environment in an Age of Crisis*

Psychology Year 3 **optional** modules (all 15 Credits). Please see Psychology options book for full details of these modules). Modules could include the following subject to staff availability:

USSKCH-15-3: *Forensic Psychology* (Semester 1)

USPK6S-15-3: *Health Psychology in Practice* (Semester 1)

USPKJM-15-3: *Human Sexuality* (Semester 1)

USPKJN-15-3: *Methods in Neuroscience* (Semester 1)

USPKJH-15-3: *Neurodevelopmental Disorders* (Semester 1)

USPK6Q-15-3: *Principles of Counselling and Psychotherapy* (Semester 1)

USPK68-15-3: *Psychology of Appearance and Embodiment* (Semester 1)

USPKJS-15-3: *Psychology of Work, Business and Organizations* (Semester 1)

USPK66-15-3: *Advanced Developmental Psychology: Theory & Practice* (Semester 2)

USPKJJ-15-3: *Clinical Aspects of Mental Health* (Semester 2)

USPK6P-15-3: *Cognitive Neuropsychology* (Semester 2)

USPKJQ-15-3: *Constructing Gender in Society* (Semester 2)

USPKJL-15-3: *Neurophysiology and Brain Imaging*

UZQSYR-15-3: *Psychological Perspectives on Political Violence*

USPK6T-15-3: *Psychology and Social Justice*

USPSU3-15-3: *Psychology in the Community*

USPKJP-15-3: *Psychology of Addiction*

USPKJK-15-3: *Psychology of Consciousness*

USPKJR-15-3: *Psychology of Sport and Exercise* (Semester 2)

USPKJT-15-3: *Psychopharmacology* (Semester 2)

USPK6W-15-3: *The Arts and Mental Health* (Semester 2)
USPK69-15-3: *Applied Developmental Psychology**
USPKJL-15-3: *Neurophysiology and Brain Imaging**
UZQSYR-15-3: *Psychological Perspectives on Political Violence**
USPK6T-15-3: *Psychology and Social Justice**
USPSU3-15-3: *Psychology in the Community**
USPKJP-15-3: *Psychology of Addiction**
USPKJK-15-3: *Psychology of Consciousness**

* May not be running in 2022/23

Module Descriptions for Level Two

‘Difference’: ‘Race’, Ethnicity and Diversity in Contemporary Society UZSY79-30-2

Dr Jon Mulholland and Dr Anne Foley

The aim of this module is to explore the nature of, and the relationship between, race and ethnicity; here understood as social constructs of real ongoing importance in shaping people's lives.



As a basis for collective identities, inequalities/exclusions, and social conflicts and transformations, race and ethnicity continue to frame the ways in which we make sense of contemporary societies characterised by profound levels of social diversity. The module will draw on theory, research and topical case studies, drawn from both criminology and sociology, to explore the social conditions of race and ethnicity's reproduction today. We will respond to the changing nature of social conditions, and select interesting and current case studies to inform the module. We will also take the

opportunity to utilise our location in Bristol, one of the UK's most important cities in the history of British 'race relations', in providing case study analysis.

Indicative Content

- Theories of Race and Ethnicity
- Colonialism, Imperialism and Empire
- Political Economy of Mass Migration and Integration
- Borders, Control and the Politics of Immigration
- Marginalised and 'hidden' ethnicities
- New Ethnicities, hybridities and the Third Space
- Diversity: from 'Multiculturalism' to Cosmopolitanism
- Race, Ethnicity and Cultures of Resistance

- Intersections 1: Gendering Race and Ethnicity
- Intersections 2: Religion – Islam, Islamophobia and Europe
- The Extreme Right
- Post colonialism
- Communities, social movements, inclusion and social justice
- Legislating for Equality
- Urban Protest – 'Race Riots' and Beyond
- Race, ethnicity and crime
- Race, ethnicity and the criminal justice system



The module will be delivered by one hour weekly lectures and one hour weekly seminars, this will be followed with one hour of online activity each week.

Summative Assessment

1. 2,000-word evidenced based report linking race and ethnicity to a substantive topic covered in the module (80%)
2. 1,000-word online blog (20%) students will write three blogs through the duration of the module, these will be based on current issues pertaining to Race, Ethnicity and Diversity, and will select one blog as part of the portfolio to be assessed.



Module Conveners: Dr Jon Mulholland (jon.mulholland@uwe.ac.uk) and Dr Anne Foley (anne.foley@uwe.ac.uk)

Gender and Society (UZNRC 30-2)

Dr Michal Nahman



Contemporary peoples' lives are vastly different from previous generations, yet there are still certain patterns of sexual inequality, gender difference, and normative sexuality that continue to be reproduced. This module aims to develop your skills in evaluating and explaining the position of women, men, trans- and queer-identified people in contemporary society by considering a range of sociological and feminist explanations of gender inequality. You will be able to practice formulating your own sociological questions about gender and/in society.

The aim is for you to develop your own vision of a sociological approach that would be relevant to women's and men's lives today and to advancing feminist social change.

The overall aims of this course are for students to:

- Gain a solid, basic grasp of some key debates and developments in feminist theories
- Understand how a focus on gendered lives and standpoints has transformed traditional sociological practice and theory.
- Gain an overview of the major changes in women's and men's lives over the twentieth century, (primarily in Britain), and to appreciate their social and political relationship to women in other parts of the world.

- Learn key concepts, approaches, and changes in the study of gender in society over the past twenty years, including an understanding of the impact that feminist theory has had on the social sciences.
- Become aware of the racism, ethnocentrism, Eurocentrism or other structures of exclusion inherent in social analysis and be able to apply this awareness self-reflectively.
- Improve skills in analysing a range of sources relevant to the study of gender in society, including visual images, historical data, qualitative and quantitative empirical data, contemporary print media, and web-based information.

Outline of Module:

SEMESTER 1

BLOCK 1

- Introduction: Why Feminist Sociology?
- Do We Still Live in a Patriarchal Society?
- Housework: Who does more and why? Social Reproduction Theory
- Black Feminism and the critique of 'white solipsism'
- Beyoncé Dance Workshop: Sex, Race and Embodiment
- Masculinity (Guest Lecturer Dr Finn Mackay)

BLOCK 2

- Masculinity and Femininity in Visual Media, Workshop: How to do Feminist
- Image and Representation Analysis
- Growing up Gendered: Socialisation vs performativity theories
- Biological Determinism: Are we simply the sex we are born with?
- Dieting and Bodily discipline in the Age of 'Insta Girls'
- Female Masculinity, are we all in drag?

SEMESTER 2

BLOCK 3

- Workshop: Ethnography, Film and Visual Sociology—making films about Gender
- Feminist Activism, Film screening and screening our own films
- Contemporary Feminist Movements in Britain: UK Sisters Uncut, London Feminist Network and Bristol Women's Voice
- MeToo: the Roots, and Repercussions of a Movement

BLOCK 4

- Working Class Women Doing Glamour: Class, Gender and the Body

- Global Fertility Chains and Justice: Egg donation and transnational reproduction//Global surrogacy Markets, Google Baby (film)
- Gender and reproduction
- Imperialism, Postcoloniality and Sexuality, Workshop: the Politics of Veiling and unveiling
- Trans*, A cultural analysis

Assessment:

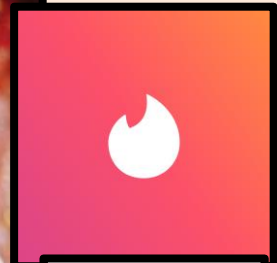
Component A 40% Group Presentation

Component B 60% Two 1000 Word Reflective Essays

Module Convenor: Dr Michal Nahman (michal.nahman@uwe.ac.uk)

Love, Intimacy and Personal Life: The Sociology of Families UZSY8K-30-2

Dr Julia Carter



Drawing on sociological theory and research, this module will introduce you to the continuity, change and diversity in intimate relationships and family life in transition.

In the module you will critically examine the emergence of the traditional nuclear family in its colonial context and explore the tenacity of nuclear family norms in the context of fluid and liquid modernity choices. Examples of this include the ongoing desire for marriage in an age of cohabitation and divorce, the emergence of new forms of union through 'friends as family', 'living apart together', and now different-sex civil partnerships. The module will also cover the importance of economic, social, cultural, and political factors on both the form and nature of the modern 'family'. This focus will not be limited to the UK and we will cover global issues such as refugee parenting, migrating for marriage and love in India.



Indicative module schedule:

Understanding intimacy and family life

- Family and kinship through history
- Britain, colonialism and the nuclear family
- Culture, context and relationship norms
- Intimacy and critique
- Rethinking family practices
- Doing and displaying families
- Reinventing couples

Intimate practices, doing family

- Love and sociology
- Weddings and tradition
- What is commitment in late modernity?
- Friends, pets, extended kin
- Family and intimate global migration
- Problematic parenthood
- Family, health and food

On successful completion of this module you will be able to:

1. Demonstrate a comprehensive knowledge and understanding of sociological theories of the family;
2. Identify the diversity of family living and the contested definitions of what stands as a family and/or intimacy;
3. Evaluate contemporary sociological explanations for family formation, family change and couple relationships;
4. Apply a critical understanding of the nature of intimacy and changes in couple relationships in contemporary Britain and beyond;
5. Identify and research a relevant case study;
6. Demonstrate an understanding of the relationship between family theory, policy and sociological research;
7. Communicate key information, arguments and analysis through oral presentation or reflection.

Assessment

- Case Study [2500 words total, 5 minute presentation] divided into:
 - i. 1500 words on the theory of family change
 - ii. 1000 words on a contemporary example of family change
 - iii. 5 minute presentation on findings from the written report at a 'roundtable' student conference.

Example case studies might include:

- a) Can pets be family members?
- b) How can family be 'done' across borders?
- c) Why are weddings so white?
- d) Who should pack a child's lunchbox?
- e) How can you parent while seeking asylum?

Module convenor: Dr Julia Carter (julia.carter@uwe.ac.uk)

Crime, Media and Culture (UZSY75-15-2)*

Dr Jack Spicer



This module is designed in line with the purview of the Sociology/ Criminology journal *Crime, Media and Culture*. The module focuses on cultural and sociological aspects of understanding of crime and the media understanding of deviance. As such this module will introduce you to theoretical and methodological insights on these topics. The purpose of the module is to equip you with an understanding of the role of the media in shaping how we understand crime and criminality. This will be done in relation to various different media and contemporary issues.



Outline Syllabus:

- The historical development of the relationship between the media and crime for example, the proliferation of crime stories in various modes of media content.
- Key theoretical contributions to the understanding of media and crime, for example, the media effects debate.
- Methodological approaches that are a feature of scholarly media analysis, for example media content analysis
- Topical issues related to this area of enquiry as directed by CMC journal and other notable sources, for example the coverage of Jimmy Saville's criminal behaviour.

*Module runs in Term 1

Assessment:

Portfolio (Component A:100% of the overall mark)

- Portfolio of tasks relevant to sociological and criminological study of crime and media

Module Convenor: Jack Spicer (Jack.Spicer@uwe.ac.uk)

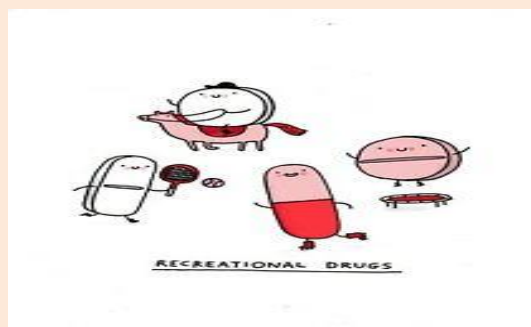
Drugs, Crime and Society (UZSKFT-15-2)*

Dr Jack Spicer



Drugs, Crime and Society will introduce you to key themes and debates in the sociology of illegal drugs. The module will engage with a wide range of topics from changing patterns of use and dependency and drug related problems to national and international drug markets. The module draws on a range of theoretical and conceptual ideas to understand the nature of drugs, their use and regulation. Topics will include;

- The role of the social environment in producing drug experiences.
- Sociological/criminological theories of drug use, misuse and dependency.
- Role of gender, age, class and ethnicity in drug use, culture and problems.
- Relationship between drugs, drug cultures and criminal activity.
- Local, national and international drug markets
- Policing drug markets.



Lectorials will place these topics in their proper historical, political, scientific and cultural contexts. During these, students will cover assigned material and participate in group activities to explore key concepts and issues.

*Module runs in Term 2.

Assessment:

Short and long answer seen exam paper (Component A: 100%)

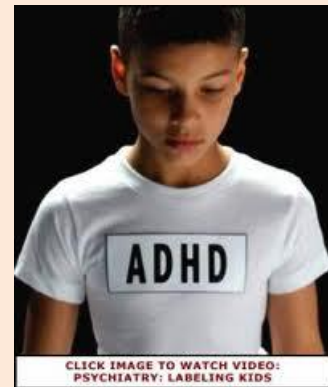
Module Convenor: Jack Spicer (Jack.Spicer@uwe.ac.uk)

Module Descriptions for Level Three

Childhood Disorder/Disordered Childhood (UZSNQP-30-3)

Anne-Marie Cummins

This module explores a range of sociological and psycho-social issues to do with contemporary childhood. Not only are there a range of children for whom disorder is the main theme of childhood (those in the 'care' system, those suffering abuse and neglect) it might also be said that childhood itself happens under the shadow of the over-regulation(s) of late modernity and is increasingly the target of state and expert intervention. In other words, it might be possible to avoid childhood disorder, but not a disordered childhood.



Course Content

- [Disordered childhood and late modernity](#) - The 'normal' disorders of childhood : 'paranoid parenting', fatherlessness and loss , the child as consumer, the child as sexual subject, the erosion of play, the medicalisation of 'disorder' and controversies in diagnosis, the over-regulation of childhood, the scourge and consequences of childhood poverty



- [Therapeutic responses to childhood disorder](#), the discovery of the 'emotional' child, Attachment Theory, Family Therapy, Inter-

generational transmission of trauma, children and families as objects of intervention

- [Child abuse and its consequences](#); Incidence, prevalence and aetiology of child abuse, Child as victim, child as offender, public and policy responses to child abuse
- [Case studies in childhood disorder/disordered childhood](#); e.g. Trans children., 'terrorist' children, ADHD, dyslexia, autism and Asperger's syndrome, Children, anxiety and depression, Children who kill, Bullying, Learning disability, Delinquency, Childhood obesity

Teaching and Assessment

- Weekly lecture and seminar
- Field trip to Mulberry Bush School
- Four lectures from practitioners working with troubled families and/or highly disturbed children
- Seen exam (1.5 hours, case study material) 30%
- Group Presentation on contemporary issue affecting children (20 mins.) 35%
- Essay (2000 words) 35%

Module Convener: Anne-marie Cummins (anne-marie.cummins@uwe.ac.uk)

Contemporary Critiques of Modern Society (UZSNPA-30-3) Dr Sean Creaven



Contemporary Critiques of Modern Society is an advanced social theory module, with a focus on the critical exploration of all aspects of contemporary western civilization, from the perspectives of leading critical theorists of the post-war era.

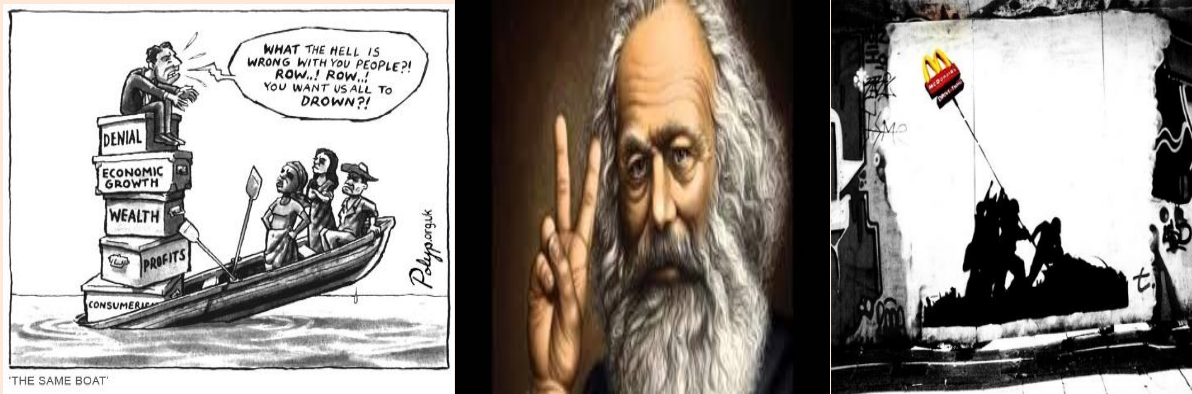
Modern civilization, supposedly the heritage of Enlightenment, has been, since its eighteenth-century origins, beset with multiple fault-lines – such as those posed by class domination, economic instability, ethnic oppression, national conflict, war, genocide, and environmental degradation. In the global age, these problems have become radicalized so that the very legitimacy of key modern institutions (nation-state, capitalism, techno-science, and industrialization) are now open to question. Global modernity is a world of crisis.

The main purpose of this module is to explore this multi-faceted “crisis of modernity”, to analyze the causes of system failure, and address the issue of the complicity or otherwise of Enlightenment in this crisis. Key themes include:

- * Racism and Ethnic Violence
- * Mass culture and consumerism
- * Power and knowledge
- * Genocide
- * Identity/Culture Crisis
- * Ecology and Environmental Hazard
- * Secularism versus Fundamentalism

The module will accomplish these goals by focusing on the pioneering work of a range of contemporary critical social theorists of modernity and of postmodernity. In doing so, the module encompasses the intersection between contemporary sociological critiques of modern and postmodern society, and commentaries on the meaning of globalisation and risk. Students

will be encouraged to explore selected sociological critiques of modern/postmodern society, and to assess research findings in this area of study, which should enable investigation into the nature and value and application of sociological knowledge itself.



Assessment

- One Essay (2000 words),
- One Book Review (2000 words)

Contact Hours – 3 per week

- One 1-2 hour lecture
- One 1-1.5. hour seminar

Module Convener: Dr Sean Creaven (sean.creaven@uwe.ac.uk)

Digital Media and Society (UZSSJQ-30-3)

William Hill



Module Outline

We live in interesting times! Increasingly our everyday lives are intertwined with the communication technologies and computational devices that have become central to the operation of 'Informational Capitalism'. In this module we invite you to reflect on some of the most significant changes in our lives (and possibly ourselves!) brought about by the proliferation of digital media in the postmodern world. We offer you an opportunity to investigate some of the leading-edge sociological approaches to the study of digital media, social networks and virtuality.



What are the disruptive effects and social affordances of digital media apparent in contemporary society? **In the first term**, you will reflect on changes across a range of social institutions and socialities – from the economy to education and selfhood to virtual communities. You will be reflecting critically on contemporary developments in *digital media*, for example, web 2.0, social networks and social networking, virtual worlds and virtual organizations, as well as everyday digital devices such as smart phones and tablets. What research methods and approaches are best suited to investigation of such developments? **In the second term**, you will be learning about emerging digital research methods (including 'netnography' and big

Two hours per week in workshops. The underlying principle of our delivery strategy is 'learning by doing' and you will find that each one of the twenty-four workshops has been designed to maximise your participation in the process of learning. The module has been designed and developed to facilitate and support the acquisition of sociological knowledge and understanding as well as encouraging the development of a range of employability-focused practical skills.



Coursework One: Narrative Proposal (1000 words: weighting = 10%)
Coursework Two: Narrative Report (3000 words: weighting = 40%)
Controlled Conditions: Group Presentation (Weighting = 50%).

Protest, Policing and Public Order (UZSSJN-30-3)

Dr Andy Mathers & Dr Jack Greig-Midlane

In recent years, protests have become an increasingly important and indeed 'normal' part of social and political life. The range of issues around which protest now occurs is extremely diverse as is the form that protest takes. Environmentalists in 'Extinction Rebellion' protest in ecologically friendly ways to showcase an alternative way of life, but also attempt to close down climate polluters by taking direct action. Animal rights' activists 'liberate' animals from laboratories and peace activists attempt to disarm aircraft they claim are involved in 'illegal' wars. Follow this link for a trailer for the film 'Just do it' which shows contemporary protests addressing the issue of climate change: <https://www.youtube.com/watch?v=AzUVqGXPWwY>

This complex field of protest raises fascinating issues about the relationship between civil liberties, human rights, the law and democracy. It also generates interesting and difficult problems for the practice of policing protest. For example, faced with hostile crowds, new policing practices such as 'kettling' protestors have proven highly controversial and, arguably, have provoked the disorder that they attempt to contain. This module will examine such questions through a historical and comparative examination of protest movements and public order policing.



Module Content

Semester One will focus on the relationship between social and political protest and values, ideologies, networks, organisational forms, repertoires of action, emotions, media, political structures, social change. These aspects will be examined in relation to the following indicative list of social movements and the resulting issues for public order and policing will be highlighted: Women's Movements, Nationalist Movements, Labour & Trade Union Movements, Lesbian & Gay Movements, Animal Rights Movements, Peace Movement, Environmental Movements etc.

Key Reading: Della Porta, D. & Diani, M. (2006) *Social Movements: An Introduction*. (2nd ed) Oxford: Blackwell

Semester Two will provide an introduction to contemporary issues in the policing of public disorder and explore these in relation to the history of policing public disorder, both within Britain and other Western democracies. It will examine the main theoretical debates about crowd conflict and control as well as the development of different police strategies and tactics and their impact on the crowds they are applied to. These theoretical debates and policing strategies will be examined critically through their application to the policing of major incidents of urban unrest, industrial disputes, political demonstrations and cultural events.

Key Reading: Waddington, D. (2007) *Policing Public Disorder: theory and practice*. Cullompton: Willan



Assessment

- Case study (2500 words) (50%)
- Essay (2500 words) (50%)

Module Conveners: Dr Andrew Mathers (Andrew.mathers@uwe.ac.uk) & Jack Greig-Midlane (Jack.Greig-Midlane@uwe.ac.uk)

Psychoanalysis, Society and the Irrational (UZSNPK-30-3)

Anne-Marie Cummins

Psychoanalytic ways of thinking - about normality and abnormality, sexuality and aggression - have been hugely influential, not so say controversial since Freud's earliest career right up to the present day. What does it mean to be a child, to experience sexual desire, to belong to a family or a social group, to experience 'unacceptable' desires, to be 'hysterical' or 'narcissistic'? or just plain 'mad'?



This course aims to introduce a series of psychoanalytic ideas based largely in the work of Freud and Melanie Klein as they apply to children, adults, groups and the social – especially the **irrational** elements in social life. What, for instance motivates internet trolls? Why the fascination with 'celebrity'? What motivates political and religious extremisms? How might psychoanalysis illuminate our understanding of film? (recent films we have looked at include 'We need to talk about Kevin' and 'The Bling Ring'), or ganging and bullying, or cults, or the relationship between culture and symptom (e.g. the 'epidemic' of self-harm amongst adolescents)?



Course content

Term 1: Looking at classic case studies of adults and children ('Dora' and 'Little Hans') you will learn about psychoanalytic understandings

of key concepts such as the unconscious, repression, the meaning of dreams, envy and hatred, perversions and transference – or 'falling in love with the doctor'.

You will also become familiar with the work of Freud and Klein and the way in which their clinical work laid bare the foundations of instinctual and sexual life – and the sheer intractability of the primitive parts of the mind and their grip on us.

Term 2: From there, we go on to look at the way in which psychoanalytic ideas can help us understand the irrationality of various elements of group and collective life, beginning with an examination of Freud's ideas about groups, and their relationship to explaining authoritarianism and fascism. What's the nature of haunting and the social unconscious in political histories? Why do groups 'go mad'? This is followed by a selection of topics based on psychoanalytic understandings of film, culture, 'body fascism;' and witchcraft.

Teaching and learning

- Two hour weekly workshop – a mixture of activities and presentation
- Some with psychoanalytic practitioners – in which theory comes to life
- One theory essay, one applied essay (30% each)
- A pre-seen exam (40%) in which you review two papers we have looked at during the year.

Module Convener: Anne-Marie Cummins (anne-marie.cummins@uwe.ac.uk)

Stop, Look & Listen: A Sociology of Culture (UZSNQH-30-3)

Dr Pete Webb



The syllabus is built around 3 blocks:

Block 1: Sociology and Culture - this block acts as an introduction to Cultural Sociological theory based around the mapping of contemporary culture industries and historical sociological debates around the relationship between high and mass cultures;

Block 2: Sociology of the Media – This block will look at theories of the Media from a sociological perspective, global media trends, representations of gender in the media, Audience theory, network societies and new theoretical and research led work in this area. We will also look at the growth of Social Media, You tubers, Streaming content and the 'death of Television'.

Block 3: Musical and Gaming Cultures - this block focuses on the sociology of popular music as a way of grounding cultural sociology and theory within accessible case study. We will look at the Music Industry as a Culture Industry, Fields of Cultural Production, whether there is such a thing as 'Black' music, subcultures, music and politics, extreme music scenes and manifestations of fascism, Globalisation of music, Technology and music and music and the City. We will also look at the rise of gaming, gamer culture, the importance of play and the impact of gaming on social wellbeing and development

Contact Hours/Scheduled Hours

There will be 3 formal contact hours per week - one 2-hour lecture session and a 1-hour seminar weekly.

Assessment

Weighting between components A and B A:50 % B:50%

Component A - Group PechaKucha - presentation I

Component B - Individual participation in Cultural Blog

PechaKucha is an innovative form of Powerpoint presentation developed in Japan. Its most literal translation is 'chat-chat'. It was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture. The first PechaKucha Night was held in Tokyo in their gallery/lounge/bar/club/creative kitchen, SuperDeluxe, in February, 2003.

PechaKucha design and delivery is very simple. You must use 20 slides, each shown for 20 seconds, to tell your story. That's 6 minutes and 40 seconds in total. The images advance automatically and, for the purposes of this exercise, you will record a narration using a microphone which accompanies your presentation, so it will take the form of a short "film".

Module convener: Dr Pete Webb (peter.webb@uwe.ac.uk)

in an Age of Crisis (UZSY6W-30-3)

Dr. Jon Mulholland

Module Aims

Whilst the precise nature and implications of the ecological crisis are yet to be fully determined, there can be no doubt that we do in fact face a global ecological crisis. From the United Nations to local councils, from protest groups to consumers, an emerging sense of urgency, even emergency, is establishing itself. Though climate change appears the most pressing of environmental challenges, pollution, waste, bio-diversity loss and resource depletion are all advancing to a point of outright unsustainability. It is also the case that this crisis is brought about by human action. It is essentially a consequence of modernisation, and in particular the industrialisation that has accompanied it, allied to an international political system that reinforces competition between countries rather than cooperation.

This module explores the causes, nature, forms and consequences of ecological crisis, with particular regard to the relationship between the environment and society. It will examine the implications of ecological crisis for our everyday lives, and for society more generally, and will explore what might (and might not) be done to bring about positive change in the interests of sustainability. The module will pay particular attention to role that cities play in both the problem of, and solution to, ecological crisis. The module offers a range of real-world case studies to develop students' critical understandings, culminating in the exploration of sustainability-related interventions in the city-region of Bristol (Europe's first awarded *Green City*). In this way, this module is aligned to meeting the UN Sustainable Development Goals, and contributes to the city-region's *Our Future* plan for sustainability

Content

Critical Engagements with the 'Unsustainable'

- Re-Thinking Nature, Re-Thinking Society
- The Problem of Anthropocentrism
- Theorising and Conceptualising Sustainability
- The Challenge of High Carbon Societies
- Climate Change
- Energy
- Pollution and Waste
- Resource Depletion
- Mobilities and Transportation



- Bio-diversity loss and the food crisis

Case Studies in Sustainable Futures – From the Global to the Urban Local

- Governance and the Environment
- Green Politics and Protest
- Environmental Justice
- Sustainable Cities
- The cultures and practices of Sustainability
- Tackling Climate Change
- Tackling Pollution and Waste
- Sustainable transport
- Food sustainability in the city
- Sustainable Consumption
- Recycling, up-cycling, and re-making
- Craft production and consumption for sustainability

The module will be delivered via 2-hour weekly sessions, supplemented by tutorials, visits, external speakers etc.

Summative Assessment

1. 2500-word report focussing on a selected field of 'unsustainability'
2. 2000-word case study analysis on a selected field of sustainability-related practice located in the city-region of Bristol



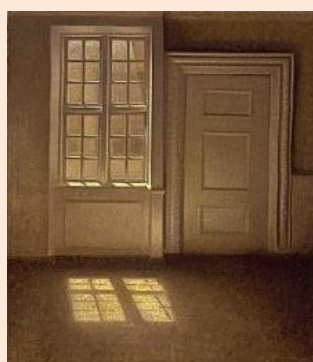
Module Convener: Dr Jon Mulholland (jon.mulholland@uwe.ac.uk)

Sociology Project and Placement Module (USPSTS- 30-3)

Anne-Marie Cummins (Project) & Dr Andy Mathers (Placement)

Please note: there are two pathways in this module: a placement pathway and a project pathway.

This module offers sociology students (and joint honours sociology and criminology students) an opportunity for independent research at a depth which is not possible in other parts of the undergraduate curriculum. Both the project and placement pathways offer first-hand experience of the planning, execution and completion of a self-directed piece of learning. The module also invites new intellectual and personal challenges e.g. developing a research focus, being your own boss, motivating yourself and developing a research “voice”.



COURSE CONTENT

The module offers students the opportunity for independent research on a topic of their choice. It constitutes an original piece of research based on both literature review *and* first hand data collection (*and/or* systematic analysis of secondary sources) and, in the placement pathway, will be linked to an aspect of the mission or work of the organisation to which the student is assigned.

Examples of organizations that have hosted placements include:

- *Alzheimer's Society;*
- *Aspects & Milestones Care Trust (Service User Involvement);*
- *Battledown Centre for Children and Families; Brandon Trust; Elm Tree Farm;*
- *Bristol Refugee Rights;*
- *City of Bristol College Learning Support;*
- *Claremont School;*
- *Equality & Diversity Unit (UWE);*
- *Family Support Team (Milestone School);*
- *Healthy University Group (UWE);*
- *Lifeskills Centre;*

- *Lynx Resource Centre (National Autistic Society);*
- *Mencap Pathway;*
- *Ravenswood School;*
- *The Big Issue*
- *...and more.*

TEACHING AND LEARNING METHODS

The course is taught via one to one supervision (with personal academic tutors) and a series of workshops spread over the academic year.

The Project pathway is convened by Anne-Marie Cummins and the Placement pathway is convened by Andy Mathers. All students are, in addition, allocated a supervisor from one of the sociology team who will meet with them several times a term to discuss plans and progress.

ASSESSMENT

This module is assessed via a written-up project of 10,000 words.

Module Conveners:

Anne- Marie Cummins - Anne-marie.cummins@uwe.ac.uk

Andrew Mathers - Andrew.mathers@uwe.ac.uk

