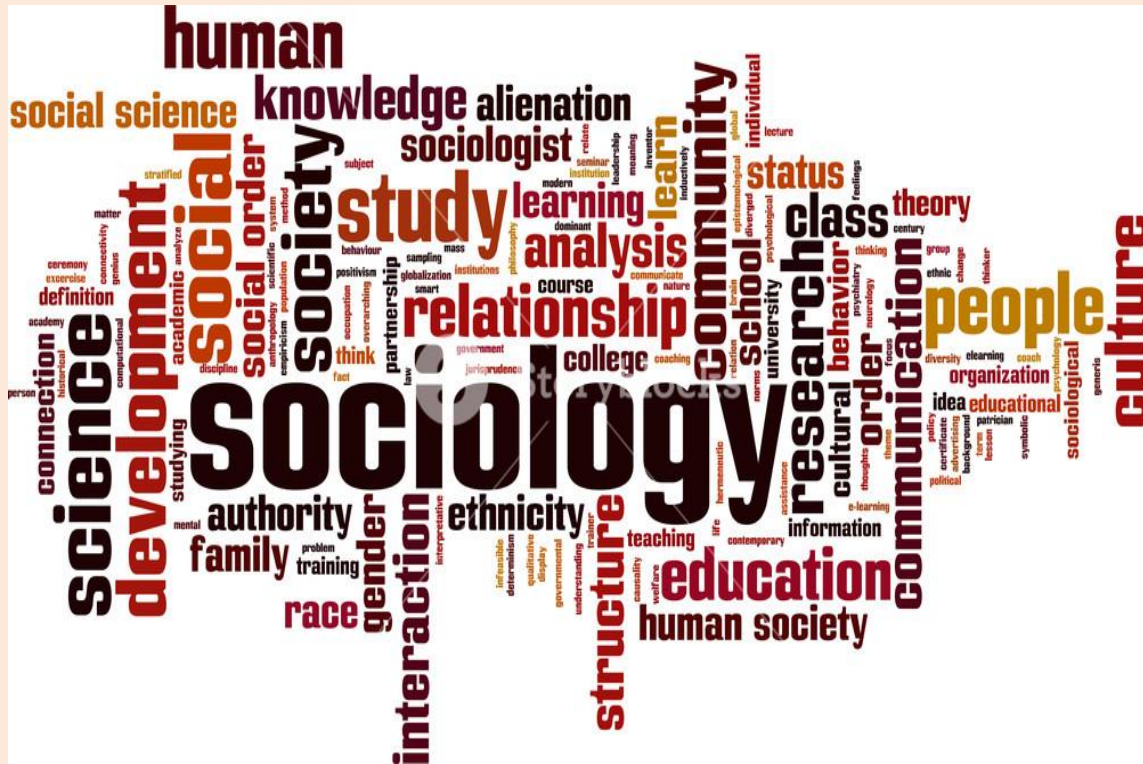# SOCIOLOGY

## MODULE CHOICE BOOKLET



## 2024/25

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](mailto:sean.creaven@uwe.ac.uk)

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# Sociology Awards:  BA (Hons) Sociology – YEAR 2

**Module Structure**:

You take three **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 60 credits of option modules. You select from these:

**EITHER**:

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

**OR**:

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

These are "paired" modules. You take one or the other.

Additionally, you choose:

**EITHER**:

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

**OR**:

UZSYND-30-2: *Mind, Emotion and Society* (30 credits)

These too are "paired" modules. You take one or the other

# 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 select **ONE** module from these three:

- UZSNQP-30-3: *Childhood Disorder and Disordered Childhood* (30 credits)
- UZSNPA-30-3: *Contemporary Critiques of Modern society* (30 credits)
- UZSYNE-30-3: *Sociology of Human, Non-Human and Environmental Rights* (30 credits)

You also take 60 credits of **optional** modules. Choose **TWO** from the following list:

UZSSJQ-30-3: *Digital Media and Society* (30 credits)
UZSSJN-30-3: *Protest, Policing and Public Order* (30 credits)
UZSYJD-30-3: *Sexes, Genders and Sexualities* (30 credits)
UZSNQH-30-3: *Stop, Look, Listen: Sociology of Culture* (30 credits)
UZSY6W-30-3:  *Sustainable Futures: Society & Environment in an Age of Crisis* (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 one 30 credit Sociology **option**

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 *Theorising Social Life* (30 credits) | UZSY78-30-2 *Contemporary Perspectives in Criminology* (30 credits) | UZQSTA-15-2 (Sociology)– <u>OR</u> UZSY65-15-2 (Criminology) *Nature and Use of Research* (15 credits) <br><br> UZSSTR-15-2 *Developing Self and Society* (Sociology)15 credits <u>OR</u> *Criminology in Action* (Criminology) (15 credits) | <u>EITHER</u>: one (if 30 credits) or two (if 15 credits) Criminology option module(s) <br><br> <u>OR</u>: one Sociology optional Module (30 credits) |

**Optional Modules**:

UZSNRC-30-2: *Gender and Society* – 30 credits (Sociology)
UZSYND-30-2: *Mind, Emotion 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* – 30 credits (Sociology <u>OR</u> Criminology)
UZSNNC-30-2: *Criminal Psychology* – 30 credits (Criminology)

UZSYGE-15-2: *Mental Health, Crime and Criminal Justice* (Term 1) – 15 credits (Criminology)
UZSYGF-15-2: *Crime Prevention* (Term 1) – 15 credits (Criminology)
UZSNMX-30-2: *Angels or Demons: Understanding and Managing Youth Offending* – 30 credits (Criminology)
UZSY7E-15-2: *Contemporary Issues in Criminology* (Term 2)– 15 credits (Criminology)
UZSY74-15-2: *Prisons* (Term 2) – 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 Acton* – 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.

# 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 form 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 - *Sociology Project and Placement* (30 credits)<br><br>OR<br><br>UZSY5T-30-3 – *Criminology Project or Placement* Module (30 credits) | UZSNQK-30-3 – *Transnational Crime and Comparative Criminology* (30 credits) | **One** Sociology optional module (30 credits) – if you take the *Sociology Project/Placement* module.<br><br>**Two** Sociology optional modules (60 credits) – if you take the *Criminology Project* or *Placement* module | **One** Criminology optional module (if 30 credits) or t**wo** Criminology option modules (if 15 credits).<br><br>This is unless you do the *Criminology Project* or *Criminology Placement*. If you do so, you choose a 30-credit Sociology module as well) |

## 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*
UZSYJD-30-3: *Sexes, Genders and Sexualities*
UZSYNE-30-3: *Sociology of Human, Non-Human and Environmental Rights* (30 credits)
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* (Term 2)– 15 credits
UZSNQV-15-3: *Terrorism* (Term 1)– 15 credits
UZSY7B-15-3: *Punishment & Human Rights* (Term 1) – 15 credits
UZSYC4-15-3: *Missing People: Lost Identities & Social Harm* (Term 1) –15 credits
UZSYC5-15-3: *Organised Crime* (Term 2) – 15 credits
UZSKFV-15-3: *Green Criminology: Environment, Crime & Justice* (Term 2) – 15 credits
UZSY7C-30-3: *Hate Crimes: offending, victimisation & policing* (30 credits)

UZSY7D-30-3: *Gender, Sex & Social Control* (30 credits)
UZSSJN-30-3: *Protest, Policing & Public Order* (30 credits)
UZSNQK-30-3: *Transnational Crime & Comparative Criminology* (30 credits)

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

**Module Structure:**

All students take three **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 |
|---|---|---|---|
| UZSY6V-30-2 Theorising Social Life (30 credits) | UZQSTA-15-2 - Nature and Use of Research (15 credits)<br><br>UZSSTR-15-2 - Developing Self and Society (15 credits) | **One** (30 credit) Sociology option | **One** Psychology option (30 credits) |

USPSTY-30-2: *Mind, Brain and Development* (30 credits) (Psychology)*
USPSTX-30-2: *Identities in Psychology* (30 credits) (Psychology)

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

UZSY78-30-2: *'Difference': Race, Ethnicity and Diversity in Contemporary Society* (30 credits) (Sociology)
UZSNRC-30-2: *Gender and Society (*30 credits) (Sociology)
UZSYND-30-2: *Mind, Emotion and Society* (30 credits) (Sociology)
UZSY8K-30-2: *Love, Intimacy and Personal Life: The Sociology of Families* (30 credits)

*This is a prerequisite for *Methods in Neuroscience* (15 credits) at Level 3

# 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*
UZSSJQ-30-3: *Digital Media and Society*
UZSNPA-30-3: *Contemporary Critiques of Modern Society*
UZSSJN-30-3: *Protest, Policing and Public Order*
UZSYJD-30-3: *Sexes, Genders and Sexualities*
UZSYNE-30-3: *Sociology of Human, Non-Human and Environmental Rights* (30 credits)
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 will include the following subject to staff availability:

**Term 1:**

USSKCH-15-3: *Forensic Psychology* – Cody Porter
USPK6S-15-3: *Health Psychology in Practice* – James Byron-Daniel
USPKJM-15-3: *Human Sexuality* – Nikki Hayfield
USPKJN-15-3: *Methods in Neuroscience* – Kris Kinsey*

USPK6Q-15-3: *Principles of Counselling and Psychotherapy* – Miltos Hadjiosif
USPKJS-15-3: *Psychology of Work, Business and Organizations* – Gemma Pike
USPK6T-15-3: *Psychology and Social Justice* (Semester 1) – Miles Thompson
USPKJR-15-3: *Psychology of Sport and Exercise* (Semester 1) – Danny Holmes

**Term 2:**

USPK66-15-3: *Advanced Developmental Psychology: Theory & Practice* – Lucy Blake
USPK68-15-3: *Psychology of Appearance and Embodiment* – TBD
USPKJH-15-3: *Neurodevelopmental Disorders* – Selma Babayigit
USPKJJ-15-3: *Clinical Aspects of Mental Health* – Kayleigh Sheen
USPK6P-15-3: *Cognitive Neuropsychology* – Nancy Zook
USPKJQ-15-3: *Constructing Gender in Society* – TBD
USPKJT-15-3: *Psychopharmacology* – Kayleigh Easey
USPK6W-15-3: *The Arts and Mental Health* – Nicola Holt
USPTBC-15-3: *Animal Behaviour and Cognition* – Chris Pawson

*A prerequisite for this module is *Mind, Brain and Development* (30 credits) at L2

# 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 (70%)
2. 1,000-word online blog (30%) 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 Leader: Dr Michal Nahman ([michal.nahman@uwe.ac.uk)](mailto: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)

# Mind, Emotion and Society: An Introduction to Psychosocial Studies (UZSYND-30-2)

**Dr Lita Crociani-Windland**



How rational are we? Psychoanalysis began as a way of understanding the less rational side of individual minds, but what about social aspects of our lives and the connection between them? This is what psychosocial studies is interested in.  This module offers an introduction to this innovative field and help students learn how to understand and research the reciprocal influence between psychological and societal aspects of our lives, including the more unconscious and irrational aspects of both our minds and of current social dynamics.

**Course content**

Theoretical frameworks for understanding:

From key psychoanalytic concepts to social theory and aspects of continental philosophy offering an understanding of unconscious dynamics at individual and social levels.

Topics will include:

- Unconscious processes and divisions in the psyche
- Individual and social dimensions of dreaming
- Envy and hatred, perverse states of mind
- Dynamics of transference
- Group and intergroup dynamics
- Different notions of the unconscious and affective dynamics in the light of continental philosophy

Methodology and methods of research:

Researching beneath the surface requires an interpretive way of working and an innovative set of methods linked to the theories and concepts specific to psychosocial studies.

*Topics will include*

- Free Association Narrative Interviews
- Social Dreaming
- Visual Matrix
- Autoethnography and biographical methods

Applications to the contemporary world

The above will be applied to current issues such as the role of past traumas in conflict situations or pandemic.

*Topics will include*
- Narcissism and celebrity culture
- The role of resentment and denial in politics and climate change
- Inter-generational trauma and memory, its role in conflict
- Social contagion of emotion
- Group psychology and group defences, disability and society, 'who we don't save'
- Pandemic and social trauma
- Victims and aggressors

**Teaching and learning**

Weekly three-hour workshop – a mixture of activities, presentation, and application.

The course is led by Lita Crociani-Windland, who is also an executive board member of the UK based Association of Psychosocial Studies and past chair of the US based Association for the Psychoanalysis of Culture and Society. It will have a teaching team of lecturers and authors, who have published in the field.

**Assessment**
- Written assignment (2000 word maximum) to assess knowledge, understanding and application of key concepts.
- Presentation to demonstrate capacity to select methods to present a research proposal related to a case study scenario. Students will be required to make a minimum of 5 minutes and maximum of 15 minutes contribution to either an individual or a group presentation. The presentation will be pre-recorded and reflect the enquiry-based learning undertaken during the module. This assessment is designed to allow student choice of individual and group work, in the same way that research projects also may be designed by individuals or teams.



THE ASSOCIATION FOR PSYCHOSOCIAL STUDIES

# 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.





CLICK IMAGE TO WATCH VIDEO:
PSYCHIATRY: LABELING KIDS
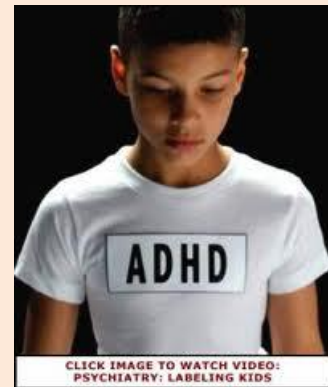
**Course Content**

- 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 lectorial
- Field trip to Mulberry Bush School
- Four lectures from practitioners working with troubled families and/or highly disturbed children
- Two Essays (2500 words) 50% each

Module Leader: 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.
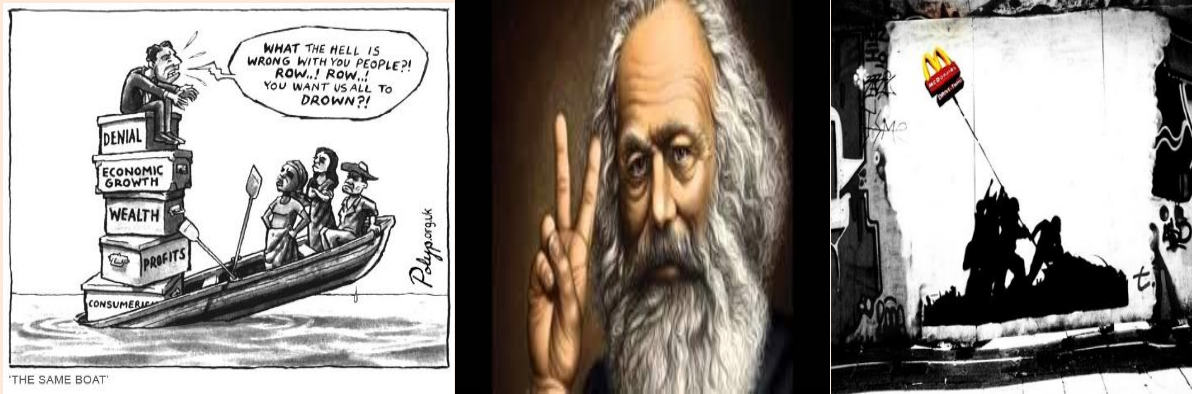


**Assessment**

- One Essay 2000 words (50%),
- One Book Review 2000 words (50%)

**Contact Hours** – 3 per week

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

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

# Digital Media and Society (UZSSJQ-30-3)

## William Hill and Dr Dan Gray



**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

data) and then you will apply your new found 'expertise' to a series of case studies and scenarios relating to **Cybercrime**.



**Delivery**

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.



**Assessment**

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

Module Leaders: William Hill (william.hill@uwe.ac.uk) and Dr Dan Gray (dan.gray@uwe.ac.uk)

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

## Dr Andy Mathers

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, LGBTQ Movements, Animal Rights Movements, Peace Movement, Environmental Movements etc.

Key Reading: Della Porta, D. & Diani, M. (2020) *Social Movements: An Introduction.* (3rd ed) Oxford: Wiley 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 Leader: Dr Andrew Mathers (Andrew.mathers@uwe.ac.uk)

# Sexes, Genders and Sexualities (UZSYJD-30-3)

**Dr Finn MacKay**



## Module Aims

In this module we will analyse social constructions and framings of identity categories previously assumed to be fixed and congruent - sex, gender, and sexuality. We will interrogate and critique majority triads such as: male, masculine, heterosexual; and female, feminine, heterosexual. Together we will also reflect on the significance of doing this work during an unfolding political backlash marked by burgeoning sex and gender conservatism, and actual cutbacks to LGBTQ+ rights, and women's rights, around the world. We will use social theory from queer theory, sexology, feminist theory, and psychology in pursuit of these aims.

The module will use development of the sociological imagination to bring in practical group activities where we will analyse our own personal biographies alongside the context of social change and social forces; through, for example, formative activities such as: gender biographies and timelines, group construction of the criteria for post-gender societies, group debates.

## Content

- Revisiting gender as performative (Butler)
- What is queer theory anyway?
- What are LGBTQ+ rights and which ones are under threat?

- How useful is sexology today?
- What's normal about heterosexuality?
- How do we know we are men or women?
- What is an intersectional approach to sex, gender, and sexuality?
- Did colonialism construct gender?
- What are the 'culture wars'?
- Are we all trans - trans what?



## Module delivery

- 1-hour lecture
- 2-hour seminar

## Summative assessment

1. 2,000-word essay (60%)
2. 1500 word genderography (gender biography) (40%).
   This would apply queer theory to tracing one's own gendered biography, including focus on key institutions of socialisation such as the family and schooling  using an online workbook/PebblePad or similar software provided by UWE.

Module Leader: Dr Finn MacKay (finn.mackay@uwe.ac.uk)

# Sociology of Human, Non-Human and Environmental Rights (UZSYNE-30-3)

## Dr Martin Crook



The module explores the theory, practise and violation of the rights of humans, animals and even nature itself, subjecting their impact on economy, society and politics to sociological critique, with a special focus on arguably the most extreme form of rights violation: genocide and ecocide.

By utilising a growing body of (human) rights scholarship and research, this module will introduce students to the historical origins and evolution of rights, key debates within the human (and other) rights literature, as well as provide a sociological and theoretical foundation to critically engage with rights theory and practice. Students will emerge with a more sophisticated and complex understanding of what rights are, their potential and their limitations, as well as the ever-expanding range of contexts in which they are applied, enforced, and violated.

***Key themes include***:
- History and Philosophy of Human Rights
- Groups rights such as: disability and human rights, animal rights and Feminism and the rights of women
- Environmental Rights & the rights of nature
- Digital Rights
- Sociology of rights such as Marxism or Post Colonialism and rights
- Sociology of genocide and ecocide
- The Social Psychology of Genocide/Ecocide and Obedience to Authority
- The Holocaust
- Colonial genocide in Australia
- Ecocide-genocide nexus in Cananda and Kenya
- Nuclear genocide

## Assessment

- Case Study: 2500 words

The 2500-word case study requires students both to engage with theoretical knowledge of the sociology of rights and to provide a contemporary example to illustrate their argument.

- Written Assignment: 'Media briefing' of 1500 words

The second task consists of summarizing written material in real world scenarios students are likely to encounter in their careers. ('Real world scenarios' means preparation for an imaginary media appearance or presentation designed to simulate real world practice.)

**Contact Hours** – 3 per week

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

Module Leader: Dr Martin Crook (martin.crook@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 Televison'.

**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 –** Individual 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 Leader: Dr Pete Webb (peter.webb@uwe.ac.uk)

# Sustainable Futures: Society and Environment 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
- Tacking 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 3-hour weekly lectorials, supplemented by, external speakers, etc.*

**Summative Assessment**
1. 2000-word report focussing on a selected field of 'unsustainability' (40%)
2. 2500-word case study analysis on a selected field of sustainability-related practice located in the city-region of Bristol (60%)



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

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

## Dr Martin Crook (Project) & Dr Andy Mathers (Placement)

**Please note**: there are <u>two pathways</u> 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 <u>project and placement pathways</u> 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".
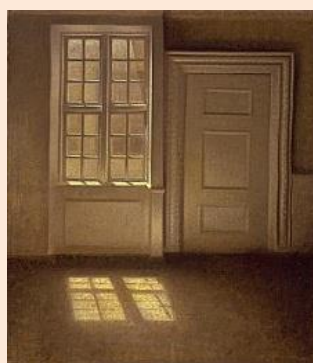


**COURSE CONTENT**
The module offers students the opportunity for independent research on a topic of their choice. It constitutes an original piece of research based on both literature review *and* first hand data collection (*and/or* systematic analysis of secondary sources) and, in the placement pathway, 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 Leaders:
Dr Martin Crook – martin.crook@uwe.ac.uk
Dr Andrew Mathers - andrew.mathers@uwe.ac.uk