Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Constructing Modern Societies 1 EXCHANGE
2	Module Code:	
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8	**Pre, Post and Co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title

9 Courses containing the module

Level	Core/Option	Mode	Code	Course Title
5	Core	FT	SOCS002	BA (Hons) Sociology
5	Core	FT	PSYC010	BSc (Hons) Psychology with Sociology
5	Core	FT	SOCS003	BA (Hons) Sociology and Politics

10 Overview and Aims

Overview

The module seeks to develop your skills of reflexivity, critical awareness of, and responsible engagement, with the real world by introducing you to the fundamental and essential concepts and values of sociological thought and practice. Sociology is often stated to be discussion of modern times (Giddens) and it is in that spirit that this module attempts to help you use a sociological imagination, based upon sound sociological knowledge, to help you navigate the modern world by examining how it was understood by those present at its early stages.

Aims

- To familiarise you with early sociological thought on modern societies;

-	To appraise the 'modernity thesis' and its principal ideas emanating from the so-called 'Holy Trinity' (Marx, Durkheim & Weber) of sociological thought;

11	**Module Content**
	The module will introduce and examine classical perspectives and theories in sociological thought including: Enlightenment Sociology; Classical Sociology (Marx/Weber/Durkheim);

12	**Indicative Reading**
	Elliott, A (ed) (2012) *Contemporary Social Theory: An introduction (2nd edition)* London: Routledge
	Stones, E. (ed.) 2017 *Key Sociological Thinkers.* Basingstoke: Palgrave MacMillan
	Swedberg, R. and Agevall, O. (2016) *The Max Weber dictionary: key words and central concepts* Stanford University Press

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	- appreciate the diversity and complexity of the classical tradition(s) of sociological theory - analyse a range of key ideas, concepts and approaches in sociological theory - critically engage with ideas of equality, justice and inclusivity and understand their historical development and application in modern society, and understand how this contributes to UN Sustainable Development Goal 16; - explain a range of theoretical approaches within the discipline - construct informed arguments about the strengths and limitations of major sociological perspectives
	Skills, qualities and attributes. After studying this module you should be able to:
	- communicate effectively in writing - use IT tools to identify, organise, process and present information

- plan and manage self-directed learning

- prioritise work to meet deadlines

- understand the historical origins of contemporary societies and use this understanding to inform responses to change

- apply sociological theories to analyse connections and interactions between factors and the potential for actions to produce multiple consequences

- engage in dialogue and debate on critical social issues, from the local to the global, while acknowledging and respecting a diversity of values and world views

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Lectures, seminars and drop-in revision sessions
	Total contact hours: 24
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Blended Learning involving online self-assessments and discussions.
	Total non-contact hours: 76

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements in the module			
	Element number	Weighting	Type	Description
	1	100%	Essay	1,500 words

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module

mark

Throughout the module you undertake formative in-class activities through seminar tasks and discussions of required readings. These seminar activities will check and develop your understandings in preparation for assessments.

There will also be online and wholly voluntary self-assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box for essays.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

	Document Management		
16	Module Title:	Constructing Modern Societies 1 - The Emergence of Modernity	
17	Module Code:		
18	Subject (JACS) Code	L300	
19	Cost Centre	29	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:		

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Constructing Modern Societies
2	Module Code:	SOGY20225
3	Credit Points:	20
4	Duration:	Full Year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8	Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title

9	Courses containing the module

Level	Core/Option	Mode	Code	Course Title
5	Core	FT	SOCS002	BA (Hons) Sociology
5	Core	FT	PSYC010	BSc (Hons) Psychology with Sociology
5	Core	FT	SOCS003	BA (Hons) Sociology and Politics

10	Overview and Aims

Overview

The module seeks to develop your skills of reflexivity, critical awareness of, and responsible engagement, with the real world by introducing you to the fundamental and essential concepts and values of sociological thought and practice. Sociology is often stated to be discussion of modern times (Giddens) and it is in that spirit that this module attempts to help you use a sociological imagination, based upon sound sociological knowledge, to help you navigate the modern world.

Aims

- To familiarise you with early sociological thought on modern societies and the still pervasive ideas that arose from that thinking;
- To appraise the 'modernity thesis' and its principal ideas emanating from the so-called 'Holy Trinity' (Marx, Durkheim & Weber) of sociological thought;
- To describe and explain the ideas and themes of non-western approaches to the discussion of social life [e.g. Islamic and Southern Theory] and their critiques of Enlightenment/Durksonian sociology;
- To familiarise you with a number of contemporary sociological theories

11	**Module Content**
	The module will introduce and examine both classical and contemporary perspectives and theories in sociological thought including a selection from the following: Enlightenment Sociology; Creative Neo-Vitalist Sociology (Tarde/Simmel/Joas/Delanda); Phenomenology; Structuration Theory (Giddens/Bourdieu); Structuralism and Poststructuralism (Levi-Strauss/Barthes/Foucault); Post-modernism (Baudrillard); Neo/Post-Marxism; Southern Theory and Postcolonialism (Bhambra/Connell); Rational Action Theory (Collins); Pan-Africanism (Nkrumah/Ture); Feminism (Martineau/Dalla Costa/Davis); Neo-pragmatism (Beart/Turner).

12	**Indicative Reading**
	Evans, E. (2015) *Politics of third wave feminisms: neoliberalism, intersectionality, and the state in Britain and the US*. London: Palgrave MacMillan
	Stones, E. (ed.) 2017 *Key Sociological Thinkers.* Basingstoke: Palgrave MacMillan
	Swedberg, R. and Agevall, O. (2016) *The Max Weber dictionary: key words and central concepts* Stanford University Press
	Wagner, P (2012) *Modernity: Understanding the Present* Cambridge: Polity Press

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	1. Recognise the diversity and complexity of the classical and contemporary tradition(s) of sociological theory 2. Analyse a range of key ideas, concepts and approaches in sociological theory 3. Examine ideas of equality, justice and inclusivity and understand their historical development and application in modern society, and understand how this contributes to UN Sustainable Development Goal 16; 4. Explain a range of theoretical approaches within the discipline 5. Construct informed arguments about the strengths and limitations of major sociological perspectives
	Skills, qualities and attributes. After studying this module you should be able to:
	1. Plan and manage self-directed learning 2. Explain the historical origins of contemporary societies and use this understanding to inform responses to change 3. Apply sociological theories to analyse connections and interactions between factors and the potential for actions to produce multiple consequences 4. Discuss critical social issues, from the local to the global, while acknowledging and respecting a diversity of values and world views

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Lectures, workshops, seminars and drop-in revision sessions

Total contact hours:	48

Range of other learning methods
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
Blended Learning involving online self-assessments and discussions. Total non-contact hours: 152

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements in the module			
	<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
	1	50%	Essay	1,500 words
		50%	Examination	2 Hour Seen Examination

Diagnostic/ formative assessment
This indicates if there are any assessments that do not contribute directly to the final module mark
Throughout the module you undertake formative in-class activities through seminar tasks and discussions of required readings. These seminar activities will check and develop your understandings in preparation for assessments. There will also be online and wholly voluntary self-assessments. Formative feedback on in-class activities normally takes place verbally, in class. Summative (graded), typed marks/feedback are normally provided via the drop box for essays.

Further information on assessment
This section provides further information on the module's assessment where appropriate
Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed. This module contains an examination, but if you have access arrangements via Student Support Services, adjustments such as sitting the examination in a smaller room or taking a piece of coursework instead can be accommodated. (Student Support Services can also support you in arranging for various other formal adjustments to be made to support your studies across your degree course.)

	Document Management	
16	Module Title:	Constructing Modern Societies
17	Module Code:	SOGY20225
18	Subject (JACS) Code	L300 Sociology
19	Cost Centre	132 Sociology

20	School:	Social Sciences
21	Academic Team	Sociology
22	Campus	City
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*

		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	Summer 2013, September 17	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Social Sustainability: From the Local to the Global 2 EXCHANGE
2	Module Code:	SOGY20315
3	Credit Points:	10
4	Duration:	Half Year (second)
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8	**Pre, Post and Co-requisites:**

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>　　<u>Module Code</u>　　<u>Module Title</u>

9	**Courses containing the module**				
	<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
	2	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10	**Overview and Aims**

Overview

You take this module if you are an international or Erasmus student spending only half year at NTU.

This module assists you in developing a broad awareness of a range of contemporary sociological issues and debates, nationally and internationally. Its focus is social sustainability from the local to the global, particularly issues and debates connected to inclusion and exclusion, equality and justice, from academic and practical perspectives. The module makes the connection between aspects of sustainability, social justice, social cohesion and economic and social well-being, both at the local level and in the wider context of globalisation. Indicative topics include: situating social sustainability in relation to economic and environmental sustainability; the 2015 Sustainable Development Goals (SDG); building social cohesion, social capital and communities at the local level, promoting good public health, sustainability, localism and food; sustainability, transport and inequality; sustainability and housing; and the challenge of sustainable consumption.

Aims:

- To assess a range of sociological debates and issues, with a particular focus on academic and practical approaches to social sustainability, social exclusion and inclusion.

- To examine sociological issues internationally as well as nationally.

- To develop your literature review skills and skills of critical analysis, as well as your communication skills.

11	**Module Content**

Indicative topics include: the 2015 Sustainability Development Goals; situating social sustainability in relation to economic and environmental sustainability at the local level; sustainability and the city; sustainability & public health; sustainability, localism and food; sustainability and housing, sustainable communities; sustainability and transport; sustainability, participation and governance.

12	**Indicative Reading**

Artaraz, K., and Hill, M., (2016) *Global Social Policy: Themes, Issues & Actors.* London: Palgrave Macmillan.

Cohen, R. and Kennedy, P. (2013) *Global Sociology*, 3rd edn. Palgrave Macmillan.

Joss, S., (2015) *Sustainable Cities: Governing for Urban Innovation.* Basingstoke: Palgrave Macmillan.

Macionis, J. and Plummer, K. (2012) *Sociology: A Global Introduction*, 5th edn. London: Prentice Hall.

Martell, L. (2017) *The Sociology of Globalization*, 2nd edn. Cambridge: Polity.

Thiele, L.P. (2016) *Sustainability*, 2nd edn. Cambridge: Polity.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- To evaluate how social and cultural forces, contexts and processes impact upon individuals, groups and social institutions, both nationally and internationally

- To consolidate and organise knowledge relating to a chosen social sustainability issue

- To apply sociological concepts to the analysis of a chosen social sustainability area

Skills, qualities and attributes. After studying this module you should be able to:

- To analyse information and evidence from national and international sources

- To communicate effectively in writing

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Lectures, seminars & workshops.
	Total contact hours: 24
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	You will be required to engage in directed and self-chosen reading for workshops and wider reading for your assignments.
	Total non-contact hours: 76

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements in the module			
	Element number	Weighting	Type	Description
	1	100%	Critical review of literature	Focusing on the challenge of social sustainability at the local level

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative in-class activities through seminar tasks and discussions of required readings. These activities will check and develop your understandings in preparation for assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

	Document Management		
16	Module Title:	Social Sustainability: From the Local to the Global 2 EXCHANGE	
17	Module Code:	SOGY20315	
18	Subject (JACS) Code	L300	
19	Cost Centre	132	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	Summer 2016	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Social Sustainability: From the Local to the Global
2	Module Code:	SOGY20220
3	Credit Points:	10
4	Duration:	September-December
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2015

8	**Pre, Post and Co-requisites:**
	These are modules that you must have studied previously in order to take this module, or
	modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post Module Code Module Title

9	**Courses containing the module**
	Level Core/Option Mode Code Course Title
	2 Core FT SOCS002 BA (Hons) Sociology

10	**Overview and Aims**

Overview

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module builds from the introductory sociological concepts, issues and debates material offered throughout modules in year 1, and it works alongside the core and optional module material available in year 2, to assist you in developing a broad awareness of a range of contemporary sociological issues and debates, nationally and internationally.

The focus of the module is social sustainability, from the local to the global, particularly issues and debates connected to inclusion and exclusion, equality and justice, from academic and practical perspectives. Indicative topics include: situating social sustainability in relation to economic and environmental sustainability, sustainability at the micro, macro and meso levels, sustainability and justice, sustainability and globalisation, sustainability and policy, strategies for

participation and change, and issues of identity, power and governance in relation to struggles and conflict concerning sustainability.

Aims:

- To enable you to engage with a range of sociological debates and issues, with a particular focus on academic and practical approaches to social sustainability, social exclusion and inclusion;
- To encourage you to look internationally as well as nationally.

11	**Module Content**

Indicative topics include: situating social sustainability in relation to economic and environmental sustainability, sustainability at the micro, macro and meso levels, sustainability and justice, sustainability and globalisation, sustainability and policy, sustainability and cultural identity, strategies for participation and change, and issues of identity, power and governance in relation to struggles and conflict concerning sustainability.

12	**Indicative Reading**

Bauman, Z. (2011) *Collateral Damage: Social Inequalities in a Global Age*. Cambridge: Polity.

Cohen, R. and Kennedy, P. (2013) *Global Sociology*. Palgrave Macmillan.

Dorling, D. (2011) *Injustice: Why Social Inequality Persists*. London: Policy Press.

Macionis, J. and Plummer, K. (2011) *Sociology: A Global Introduction*. London: Prentice Hall.

Martell, L. (2010) *The Sociology of Globalization*. Cambridge: Polity.

Thiele, L.P. (2013) *Sustainability*. Cambridge: Polity.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the

module

Knowledge and understanding. After studying this module you should be able to:

- Evaluate how social and cultural forces, contexts and processes impact upon individuals, groups and social institutions, both nationally and internationally
- Critically review, consolidate and extend coherent bodies of knowledge relating to a chosen social sustainability issue

Skills, qualities and attributes. After studying this module you should be able to:

- Evaluate information and evidence from national and international sources
- Communicate effectively in writing

14	**Teaching and Learning**

Range of modes of direct contact
This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures and seminars.	
Total contact hours:	20

Range of other learning methods
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

You will be required to engage in directed and self-chosen reading for workshops and wider reading for your assignments.	
Total non-contact hours:	80

15	**Assessment methods**
	This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Essay	Critical engagement with debates concerning social sustainability at the global / theoretical level

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative in-class activities through seminar tasks and discussions of required readings. These activities will check and develop your understandings in preparation for assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

	Document Management		
16	Module Title:	Social Sustainability: From the Local to the Global	
17	Module Code:	SOGY20220	
18	Subject (JACS) Code	L300	
19	Cost Centre	29	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	February 2015	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Social Sustainability: From the Local to the Global
2	Module Code:	SOGY20280
3	Credit Points:	20
4	Duration:	Full-Year
5	School:	Social Sciences
6	Campus:	City
7	Date this version first approved to run:	September 2018

8	Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9	Courses containing the module

Level	Core/Option	Mode	Code	Course Title
5	Core	FT	SOCS002	BA (Hons) Sociology

10	Overview and aims

Overview

This module builds from the introductory sociological concepts, issues and debates material offered throughout modules in year 1, and it works alongside the core and optional module material available in year 2, to assist you in developing a broad awareness of a range of contemporary sociological issues and debates, nationally and internationally. In particular, it connects to material from the Social Structures and Social Life module and the Contemporary Social Lives module. There are also very strong connections with the Sociology and Service Learning module that you will study in year 2.

The focus of the module is social sustainability, from the local to the global, particularly issues and debates connected to inclusion and exclusion, equality and justice, from academic and practical perspectives. The module makes the connection between aspects of sustainability, social justice, social cohesion and economic and social well-being, both at the local level and in the wider context of globalisation. Indicative topics include: situating social sustainability in relation to economic and environmental sustainability; the 2015 Sustainable Development Goals (SDG); sustainability, corporate power and corporate social responsibility; sustainability and civil society; sustainability and justice; sustainability and globalisation; achieving sustainability at

the local level; sustainability and behaviour change; and sustainability, power and conflict.

Term 1 of the module introduces you to the general terrain of sustainability, building theoretical knowledge and addressing a variety of conceptual ideas and debates. You will learn about the United Nations' 2015 Sustainability Development Goals, with the adoption of these goals contextualised with reference to debates around sustainable development. The module will address sustainability within the context of neoliberal globalisation and the challenge that this might pose to achieving sustainable development. You will also look at the power and role of corporations with reference to sustainability, and the contribution of civil society towards the sustainability agenda.

During term 2, you will consider the challenge of working towards sustainable development at the local level, with the focus predominately being on the way in which sustainability issues are presented and addressed within cities and the urban environment. You will engage with debates around key sustainability areas such as: building social cohesion, social capital and communities at the local level, promoting good public health, sustainability, localism and food; sustainability, transport and inequality; sustainability and housing; and the challenge of sustainable consumption.

During term two you will also hear about selected areas of practice and research in relation to social sustainability from a number of guest speakers. This is designed to encourage you to connect this module to potential dissertation research topics and also to offer an insight into the ways in which individuals and organisations engage with sustainability in practical environments.

Aims:

- To enable you to engage with a range of sociological debates and issues, with a particular focus on academic and practical approaches to social sustainability, social exclusion and inclusion;

- To encourage you to look internationally as well as nationally;

- To develop your literature review skills;

- To develop your skills of critical analysis;

- To develop your communication skills;

- To inspire you for your own dissertation research.

11	**Module content**

Indicative topics include: understanding sustainability and sustainable development; situating social sustainability in relation to economic and environmental sustainability; sustainability and global justice; sustainability, corporate power and neoliberal globalisation; sustainability and cultural identity; sustainability and the city; sustainability & behaviour change; pursuing sustainability objectives at the local level; and sustainability, civil society and participation.

A small number of sessions will be delivered by members of staff who will discuss their own sustainability-related research interests in this field.

12	**Indicative reading**

Artaraz, K., and Hill, M., (2016) *Global Social Policy: Themes, Issues & Actors*. London: Palgrave Macmillan.

Cohen, R. and Kennedy, P. (2013) *Global Sociology*, 3rd edn. Palgrave Macmillan.

Joss, S., (2015) *Sustainable Cities: Governing for Urban Innovation*. Basingstoke: Palgrave Macmillan.

Martell, L. (2017) *The Sociology of Globalization*, 2nd edn. Cambridge: Polity.

Thiele, L.P. (2016) *Sustainability*, 2nd edn. Cambridge: Polity.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Evaluate how social and cultural forces, contexts and processes impact upon individuals, groups and social institutions, both nationally and internationally

- Evaluate, consolidate and extend coherent bodies of knowledge relating to a chosen social sustainability issue

- Apply sociological concepts to the analysis of a chosen social sustainability area

- Evaluate a contribution to literature (classic or current) in a self-chosen field

Skills, qualities and attributes. After studying this module you should be able to:

- Evaluate critically and synthesise information and evidence from national and international sources, using IT tools

- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments

- Communicate effectively in writing

14	**Learning and teaching**

Range of modes of direct contact

This indicates the range of direct contact learning and teaching methods used on this module, e.g. lectures, seminars

Lectures and seminars.

Total contact hours: 48

Range of other learning methods

This indicates the range of other learning and teaching methods used on this module, e.g. directed reading, research

You will be required to engage in directed and self-chosen reading for seminars and wider reading for your assignments.

Total non-contact hours: 152

15	**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
1	50%	Essay	Critical engagement with debates concerning social sustainability at the global / theoretical level

2	50%	Critical review of literature	Focusing on the challenge of social sustainability at the local level

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Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative in-class activities through seminar tasks and discussions of required readings. These activities will check and develop your understandings in preparation for assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

Document management

16	Module Title:	Social Sustainability: From the Local to the Global
17	Module Code:	SOGY20280
18	Subject (JACS) Code:	L300
19	Cost Centre:	29
20	School:	Social Sciences
21	Academic Team:	Sociology
22	Campus:	City
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*
		Institution %
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	

| 24 | Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG): | December 2017 |

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Social Methodologies
2	Module Code:	SOGY20245
3	Credit Points:	10
4	Duration:	September-December
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8	**Pre, Post and Co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post Module Code Module Title

9	**Courses containing the module**
	Level Core/Option Mode Code Course Title
	5 Core FT SOCS002 BA (Hons) Sociology

10	**Overview and Aims**
	Overview
	You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.
	This module extends and deepens your practical research skills and understanding of theoretical issues in the production of knowledge. It forms part of the research

strand of your degree building on Social Research Methods in Action in Year 1 and leading in to the independent research project you'll undertake in year 3 (dissertation or report).

Aims

- To develop your understanding of the relationship between philosophy, methodology, and methods
- To provide you with an opportunity to engage with key methodological issues that arise in relation to the pursuit of social knowledge.
- To further develop your understanding of quantitative research methods.
- To locate learning about social research in a real world context

11	**Module Content**

The city of Nottingham will be our 'laboratory' during the module as we apply theories and methods to real life projects related to contemporary social issues in the city.

The module begins by introducing students to concepts of ontology, epistemology and methodology, and their place in a range of key research paradigms in the social sciences. The module will explore how sociocultural power structures are reflected by discourses about 'valid' ways of knowing, by introducing students to methodological issues relating to feminist research, queer methodologies, and the researching of 'race' and ethinicity.

The module engages with quantitative approaches and explores the methodological isues relating to the generation and use of primary quantitative data and to the range of existing data sources we can use to generate knowledge.

12	**Indicative Reading**

Brown, Leslie, Strega, Susan (eds) (2015) *Research as Resistance. Revisiting Critical, Indigenous, and Anti-Oppressive Approaches*, 2nd Edition, Canadian Scholars' Press

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Bryman, Alan. 2015. *Social Research Methods*. 5th ed. Oxford: Oxford University Press

Kara, Helen, 2015. *Creative research methods in the social sciences : a practical guide* Brisol: Policy Press

Sprague, Joey. (2016). *Feminist methodologies for critical researchers: Bridging differences*. Rowman & Littlefield.

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	- Analyse key methodological, political and ethical issues that arise in social research and the pursuit of social knowledge - Analyse the connections between key building blocks in social research; ontology, epistemology, methodology and method - Demonstrate a sound knowledge of quantitative research strategies and methods
	Skills, qualities and attributes. After studying this module you should be able to:
	- Utilize appropriate computer software (for example MS Excel) for collating, managing, analysing and presenting data - Communicate effectively - Make effective use of information and communication technology for research practice - Prioritise work to meet deadlines

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Workshops
	Total contact hours: 20
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Reading, research projects, preparation for workshop activities, weekly drop in times for one to one discussion and feedback
	Total non-contact hours: 80

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Essay	1,500 word Essay

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final

module mark

Formative assessment is built into the module through a series of structured activities in workshops. These activities include you sharing your plans for research projects, completing written tasks in class, taking part in individual and joint presentations, and offering 'crits' of ideas in progress. Formative feedback on these activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Group work and informal presentations are part of the formative in-class activities for this module. Where there are difficulties with attending classes, meaning that you will miss some formative in-class activities, or where there are difficulties with participating in group work, including informal presentations, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed. Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessment).

	Document Management	
16	Module Title:	Social Methodologies
17	Module Code:	SOGY20245
18	Subject (JACS) Code	L300
19	Cost Centre	29

20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	Summer 2013	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Social Methodologies 2 EXCHANGE
2	Module Code:	SOGY20310
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date:	September 2016

8	Pre, Post and Co-requisites:
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post Module Code Module Title

9	Courses containing the module
	Level Core/Option Mode Code Course Title
	2 Option FT EXCH068 Associate Social Sciences Exchange UG

10	Overview and Aims
	Overview
	You take this module if you are an international or Erasmus student spending only half year at NTU.

This module extends and deepens your practical research skills and understanding of theoretical issues in the production of knowledge. It forms part of the research strand of our degree and is provided with the intention of helping you familiarise with the process of thinking and realising a research project and preparing you for writing a dissertation in year 3. The focus of this particular module is on qualitative methods.

Aims

- To develop your understanding of the relationship between philosophy, methodology, and methods
- To provide you with an opportunity to engage with key methodological issues that arise in relation to the pursuit of social knowledge.
- To further develop your understanding of qualitative research methods.
- To locate learning about social research in a real world context

11	**Module Content**

A small research project on a topic of your choice forms the backbone of the module and is an opportunity for you to explore and develop your skills and understandings. We will engage with qualitative approaches to generating sociological knowledge about the world around us and explore the range of methods we can use to generate knowledge about your chosen topic area. During the module you will be encouraged to focus your research on real social issues and local organisations. You will also be encouraged to consider the complex relationship between the practice of research and the underpinning methodological, political and ethical issues.

12	**Indicative Reading**

Berg, B, 2014, *Qualitative Research Methods for the Social Sciences*, 8th ed. Harlow: Pearson Education

Bryman, A. (2012) *Social Research Methods, 4th ed.* Oxford: Oxford University Press

Delanty, G. (2005) *Social Science: Philosophical and Methodological Foundations*, 2nd ed. Maidenhead, Open University Press.

Gomm, R. (2008) *Social Research Methodology*. Palgrave Macmillan

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	- Analyse key methodological, political and ethical issues that arise in social research and the pursuit of social knowledge - Analyse the connections between key building blocks in social research; ontology, epistemology, methodology and method - Construct knowledge of qualitative research strategies and methods
	Skills, qualities and attributes. After studying this module you should be able to:
	- Evaluate your own research practice - Apply the requirements of your professional body (British Sociological Association) and Nottingham Trent University in relation to ethical research practice - Communicate effectively - Make effective use of information and communication technology for research practice - Prioritise work to meet deadlines

14	**Teaching and Learning**	
	Range of modes of direct contact	
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars	
	Workshops	
	Total contact hours:	24
	Range of other learning methods	
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research	
	Reading, research projects, preparation for workshop activities, weekly drop in times for one to one discussion and feedback	
	Total non-contact hours:	76

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements in the module			
	Element number	Weighting	Type	Description
	1	100%	Research Report	1,500 word research report

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Formative assessment is built into the module through a series of structured activities in workshops. These activities include you sharing your plans for research projects, completing written tasks in class, taking part in individual and joint presentations, and offering 'crits' of ideas in progress. Formative feedback on these activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Group work and informal presentations are part of the formative in-class activities for this module. Where there are difficulties with attending classes, meaning that you will miss some formative in-class activities, or where there are difficulties with participating in group work, including informal presentations, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed. Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessment).

	Document Management	
16	Module Title:	Social Methodologies 2 EXCHANGE
17	Module Code:	SOGY20310

18	Subject (JACS) Code	L300	
19	Cost Centre	132	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	September 2016	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Gender, Violence and Society 2 EXCHANGE
2	Module Code:	SOGY20290
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8	Pre, Post and Co-requisites:
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post Module Code Module Title

9	Courses containing the module
	Level Core/Option Mode Code Course Title
	2 Option FT EXCH068 Associate Social Sciences Exchange UG

10	Overview and Aims
	Overview
	You take this module if you are an international or Erasmus student spending only the second half of the academic year at NTU.

This module explores feminist research and activism into gender inequalities in contemporary societies. It takes as its starting points that: a) women and men still experience gender inequalities in all contemporary societies; b) that the persistence of gender inequalities is toxic for all women and men; and c) that both women and men can and do engage in individual and collective activism - underpinned by feminist sociological research - to challenge gender inequalities. The module focuses upon broad gender themes (such as personal safety, stalking, abuse of power by professionals, intimate partner violence, rape, child abuse and sexual exploitation, pornography and prostitution). The module argues that violence can only occur because of the taken-for-granted nature of many more everyday instances of gender inequalities.

Aims

- To explore and challenge gendered violence in contemporary societies
- To analyse the many forms that gendered violence can take in practice
- To reflect on the many relations between gendered violence and gender inequalities

11	**Module Content**

Indicative content for the module includes: exploring the development of feminist research and activism, particularly focusing upon interventions since second-wave feminism in the 1960s and working up to the present day, including analysis of classic academic and activist texts and more mainstream recent contributions, including those offered by novelists and journalists, and reviewing the work of contemporary campaigning organisations. The module explores topics such as personal safety, stalking, abuse of power by professionals, pornography, intimate partner violence, rape, child abuse, sexual exploitation, prostitution, human trafficking, murder and 'honour' killings.

Please note: This module will involve discussion of sensitive material. Please bear this in mind when selecting your modules.

12	**Indicative Reading**

Ahmed, S. (2017) *Living a Feminist Life*. Durham & London: Duke University Press.

Appignanesi, L. et al (eds) (2013) *Fifty Shades of Feminism*. London: Virago.

Banyard, K. (2011) *The Equality Illusion*. London: Faber & Faber.

Budgeon, S. (2011) *Third Wave Feminism and the Politics of Gender in Late Modernity.*

Cochrane, K. (ed) (2011) *Women of the Revolution: 40 years of Feminism.*

Moran, C. (2012) *How To Be A Woman*. London: Ebury Press.

Phipps, A. (2014) *The Politics of the Body: Gender in a Neoliberal and Neoconservative Age.* Cambridge: Polity Press.

Renzetti, C. et al (eds) (2011) *A Companion Reader on Violence Against Women*. London: Sage.

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	- Analyse a selected aspect of gendered violence in a contemporary society - Analyse responses to a selected aspect of gendered violence in a contemporary society - Develop challenges to a selected aspect of gendered violence in a contemporary society
	Skills, qualities and attributes. After studying this module you should be able to:
	- Evaluate information and evidence from diverse sources - Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments - Communicate effectively in writing in an accessible and engaging - Communicate effectively in writing in a compelling and persuasive way - Debate critical issues related to global gender equality within the wider sustainability agenda

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Two-hour workshops

Total contact hours:	24

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading, independent research, workshop preparation tasks

Total non-contact hours:	76

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
1	100%	Activism Plan	A 1,500 word activism plan outlining a current issue in gendered violence and the details of a potential practical campaign against it

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you will receive formative feedback through workshop tasks, including informal group presentations and discussions of required readings. These workshop activities will check and develop your understandings in preparation for assessments. You will also have opportunities to receive formative feedback on ideas for activism plans.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Document Management

16	Module Title:	Gender, Violence and Society 2 EXCHANGE	
17	Module Code:	SOGY20290	
18	Subject (JACS) Code	L300	
19	Cost Centre	132	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	September 2016	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Gender, Violence and Society
2	Module Code:	SOGY20150
3	Credit Points:	20
4	Duration:	Full-Year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8 Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9 Courses containing the module

Level	Core/Option	Mode	Code	Course Title
5	Option	FT	SOCS002	BA (Hons) Sociology
5	Option	FT	SOCS003	BA (Hons) Sociology and Politics
5	Option	FT	PSYC010	BSc (Hons) Psychology with Sociology

10	**Overview and Aims**

Overview

This module explores feminist research and activism into gender inequalities in contemporary societies. It takes as its starting points that: a) women and men still experience gender inequalities in all contemporary societies; b) that the persistence of gender inequalities is toxic for all women and men; and c) that both women and men can and do engage in individual and collective activism - underpinned by feminist sociological research - to challenge gender inequalities. The module focuses upon broad gender themes in Term 1 (such as school, university, personal relationships, paid and unpaid work, abortion, body image), and it looks at contributions made by contemporary campaigning organisations such as the Fawcett Society and UK Feminista. Then it narrows to consider selected aspects of gendered violence in Term 2/3 (such as personal safety, stalking, abuse of power by professionals, intimate partner violence, rape, child abuse and sexual exploitation, pornography and prostitution). The module argues that violence (Term 2/3 material) can only occur because of the taken-for-granted nature of many more everyday instances of gender inequalities (Term 1 material).

Aims

- To recognise, explore and challenge everyday gender inequalities in contemporary societies.
- To recognise, explore and challenge gendered violence in contemporary societies.

11	**Module Content**

Indicative content for the module includes: exploring the development of feminist research and activism, particularly focusing upon interventions since second-wave feminism in the 1960s and working up to the present day, including analysis of

classic academic and activist texts and more mainstream recent contributions, including those offered by novelists and journalists, and reviewing the work of contemporary campaigning organisations such as the Fawcett Society and UK Feminista; exploring gender inequalities at school, university, in personal relationships, at work - paid and unpaid - considering issues related to abortion and body image; and with regard to gendered violence, exploring topics such as personal safety, stalking, abuse of power by professionals, pornography, intimate partner violence, rape, child abuse, sexual exploitation, prostitution, human trafficking, murder and 'honour' killings. Sessions focusing upon blog-writing and planning activist campaigns (the assessment methods of the module) will be provided.

Please note: This module will involve discussion of sensitive material. Please bear this in mind when selecting your modules.

12	**Indicative Reading**

Ahmed, S. (2017) *Living a Feminist Life*. Durham & London: Duke University Press.

Appignanesi, L. et al (eds) (2013) *Fifty Shades of Feminism*. London: Virago.

Banyard, K. (2011) *The Equality Illusion*. London: Faber & Faber.

Budgeon, S. (2011) *Third Wave Feminism and the Politics of Gender in Late Modernity.* Basingstoke : Palgrave Macmillan

Cochrane, K. (ed) (2011) *Women of the Revolution: 40 Years of Feminism.* London : Guardian

Moran, C. (2012) *How To Be A Woman*. London: Ebury Press.

Phipps, A. (2014) *The Politics of the Body: Gender in a Neoliberal and Neoconservative Age.* Cambridge: Polity Press.

Renzetti, C. et al (eds) (2011) *A Companion Reader on Violence Against Women*. London: Sage.

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	- Analyse a selected aspect of gender inequality in a contemporary society
	- Critically analyse responses to a selected aspect of gender inequality in a contemporary society
	- Analyse a selected aspect of gendered violence in a contemporary society
	- Analyse responses to a selected aspect of gendered violence in a contemporary society
	- Develop challenges to a selected aspect of gendered violence in a contemporary society
	Skills, qualities and attributes. After studying this module you should be able to:
	- Evaluate information and evidence from diverse sources
	- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments
	- Communicate effectively in writing in an accessible and engaging
	- Communicate effectively in writing in a compelling and persuasive way
	- Debate critical issues related to global gender equality within the wider sustainability agenda

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Two-hour workshops
	Total contact hours: 48

Range of other learning methods
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
Directed reading, independent research, workshop preparation tasks
Total non-contact hours: 152

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	30%	Blog entry	A 1,000 word blog entry on an aspect of gender inequality
	70%	Activism Plan	A 1,5000 word activism plan outlining a current issue in gendered violence and the details of a potential practical campaign against it

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you will receive formative feedback through workshop tasks, including informal group presentations and discussions of required readings. These workshop activities will check and develop your understandings in preparation for assessments. You will also have opportunities to receive formative feedback on ideas for blog entries and activism plans.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Group work, to include the preparation of informal presentations, is part of the formative in-class activities for this module. Where there are difficulties with attending classes, meaning that you will miss some formative in-class activities, or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various adjustments to be made (such as to examinations or presentations, where they are present in a module).

Document Management

16	Module Title:	Gender, Violence and Society	
17	Module Code:	SOGY20150	
18	Subject (JACS) Code	L300 Sociology	
19	Cost Centre	132 Sociology	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution-		

Please name

Percentage not taught by NTU

23b   Other public organisation in the

UK- Percentage not taught by

NTU

23c   Other private organisation in

the UK - Percentage not taught

by NTU

23d   Any other Non-UK organisation

- Percentage not taught by NTU

24   Date of approval:

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	The Sociology of Consumption EXCH1
2	Module Code:	TBC
3	Credit Points:	10
4	Duration:	Half year
5	School:	School of Social Sciences
6	Campus:	City
7	Date:	September 2018

8	Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or

modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9	Courses containing the module

Level	Core/Option	Mode	Code	Course Title
5	Option	FT	SOCS002	BA Sociology
5	Option	FT	PSYC010	BSc Psychology with Sociology

10	Overview and Aims

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module introduces some key concepts and materials within the topic of the sociology of consumption. This module will allow you to apply key issues, concepts and debates in the sociology of consumption. You will explore the social, political, and economic significance of consumption practices at a global and local level. More specifically, the module will address how the dynamism of neo-liberal capitalistic society can colonise time as well as space, how the future is dissolved into the present and how this may cause consumptive habitual practices that provides a cyclical perception of the future with the promise of progress via a cult of speed. As such, capitalism appears to offer liberation whilst at the same time appropriating the needs, desires, and emotions of the social actor. In so doing, capitalism

mitigates the potential for resistance by promoting consensual participation in consumption practice.

Aims

To identify the social, political, and economic significance of consumption practices

To discuss the global and local contexts within which consumption practices are undertaken

To explore how consumption practices have become a fundamental mechanism to sustain neo-liberal capitalism.

To consider alternative modes of consumption based on collective and cooperative practices that promote social and environmental sustainability

11	**Module Content**

How neo-liberal ideology has driven a move from a market economy to a marketized and individuated society.

The relationship between consumption and commodification in terms of how consumption in the form of access to basic resources (food, shelter, etc.) and the fulfilment of human rights (the right to an education, healthcare, etc.) underpin the continued growth of capitalism.

The concept of 'citizen as consumer' which denotes a move from citizen to consumer rights, together with the construction of the 'flawed consumer' – a construct which pathologises individuals and groups who fail to consume effectively in a marketized society.

Consumption practices in the context of globalisation. This will include an examination of the relationship between consumption and debt in the development of urban spaces and cityscapes.

A consideration of collective and cooperative consumption practices that offer alternatives to the individuated imperative of global capitalism.

Indicative content introduced in this module:

- Consumption of services (education, health, etc.)
- Consumption of space
- Citizenship and consumption
- Leisure and consumption
- Consumption practices that promote social and environmental sustainability
- Brand consumers
- Consumption and identity
- Consumption and debt
- Consumption, urbanisation, and globalisation

12	**Indicative Reading**

Hawkins, C. (ed) (2017) 'Rethinking children as consumers: the changing status of childhood and young adulthood'. Abingdon, Routledge.

Lury, (2011) 'Consumer culture' 2nd edn. Cambridge, Polity Press.

O'Connor, J and Wynne, D (2017) From the Margins to the Centre : Cultural Production and Consumption in the Post-Industrial City. Abingdon : Routledge

Paterson, M (2017) Consumption and Everyday Life. Abingdon : Routledge

Stillerman, J (2015) 'The sociology of consumption: a global approach'. Cambridge, Polity Press

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	- Analyse a range of knowledge of contemporary empirical perspectives and theories from within the field of the sociology of consumption. - Evaluate some aspects of the social, political, and economic significance of consumption practices. - Analyse some of the coherent bodies of knowledge in the area of consumption. - Identify the merits of evidence from diverse sources
	Skills, qualities and attributes. After studying this module you should be able to:
	- Apply selected sociological concepts to the analysis of selected consumption practices at a global or local level - Apply analytical and creative skills and judgement, in order to make and present reasoned arguments - Plan and manage self-directed learning - Accept responsibility in determining and achieving appropriate outcomes

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Total contact hours: 20
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Directed reading and desk-based research
	Total non-contact hours: 76

15	**Assessment methods**
	This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	CWK	An account of the social, political and economic significance of consumption practices (1500 words)

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module

mark

Tasks will be used throughout the module, in the classroom and on NOW, where you will be able to explore the issues and ideas addressed on the module and which will provide for feedback relating to aspects of the summative assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date of approval:	March 2018

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	The Sociology of Consumption EXCH1
2	Module Code:	TBC
3	Credit Points:	10
4	Duration:	Half year
5	School:	School of Social Sciences
6	Campus:	City
7	Date:	September 2018

8   **Pre, Post and Co-requisites:**

These are modules that you must have studied previously in order to take this module, or

modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>   <u>Module Code</u>   <u>Module Title</u>

9   **Courses containing the module**

<u>Level</u>   <u>Core/Option</u>   <u>Mode</u>   <u>Code</u>   <u>Course Title</u>

Level	Core/Option	Mode	Code	Course Title
5	Option	FT	SOCS00 2	BA Sociology
5	Option	FT	PSYC01 0	BSc Psychology with Sociology

10   **Overview and Aims**

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module introduces some key concepts and materials within the topic of the sociology of consumption. This module will allow you to apply key issues, concepts and debates in the sociology of consumption. You will explore the social, political, and economic significance of consumption practices at a global and local level. More specifically, the module will address how the dynamism of neo-liberal capitalistic society can colonise time as well as space, how the future is dissolved into the present and how this may cause consumptive habitual practices that provides a cyclical perception of the future with the promise of progress via a cult of speed. As such, capitalism appears to offer liberation whilst at the same time appropriating the needs, desires, and emotions of the social actor. In so doing, capitalism mitigates the potential for resistance by promoting consensual participation in consumption practice.

Aims

To identify the social, political, and economic significance of consumption practices

To discuss the global and local contexts within which consumption practices are undertaken

To explore how consumption practices have become a fundamental mechanism to sustain neo-liberal capitalism.

To consider alternative modes of consumption based on collective and cooperative practices that promote social and environmental sustainability

11	**Module Content**

How neo-liberal ideology has driven a move from a market economy to a marketized and individuated society.

The relationship between consumption and commodification in terms of how consumption in the form of access to basic resources (food, shelter, etc.) and the fulfilment of human rights (the right to an education, healthcare, etc.) underpin the continued growth of capitalism.

The concept of 'citizen as consumer' which denotes a move from citizen to consumer rights, together with the construction of the 'flawed consumer' – a construct which pathologises individuals and groups who fail to consume effectively in a marketized society.

Consumption practices in the context of globalisation. This will include an examination of the relationship between consumption and debt in the development of urban spaces and cityscapes.

A consideration of collective and cooperative consumption practices that offer alternatives to the individuated imperative of global capitalism.

Indicative content introduced in this module:

- Consumption of services (education, health, etc.)
- Consumption of space
- Citizenship and consumption
- Leisure and consumption
- Consumption practices that promote social and environmental sustainability
- Brand consumers
- Consumption and identity
- Consumption and debt
- Consumption, urbanisation, and globalisation

12	**Indicative Reading**

Hawkins, C. (ed) (2017) 'Rethinking children as consumers: the changing status of childhood and young adulthood'. Abingdon, Routledge.

Lury, (2011) 'Consumer culture' 2nd edn. Cambridge, Polity Press.

O'Connor, J and Wynne, D (2017) From the Margins to the Centre : Cultural Production and Consumption in the Post-Industrial City. Abingdon : Routledge

Paterson, M (2017) Consumption and Everyday Life. Abingdon : Routledge

Stillerman, J (2015) 'The sociology of consumption: a global approach'. Cambridge, Polity Press

<table>
<tr><td>13</td><td colspan="2">Learning outcomes</td></tr>
<tr><td></td><td colspan="2">Learning outcomes describe what you should know and be able to do by the end of the module</td></tr>
<tr><td></td><td colspan="2">Knowledge and understanding. After studying this module you should be able to:</td></tr>
<tr><td></td><td colspan="2">
- Analyse a range of knowledge of contemporary empirical perspectives and theories from within the field of the sociology of consumption.
- Evaluate some aspects of the social, political, and economic significance of consumption practices.
- Analyse some of the coherent bodies of knowledge in the area of consumption.
- Identify the merits of evidence from diverse sources
</td></tr>
<tr><td></td><td colspan="2">Skills, qualities and attributes. After studying this module you should be able to:</td></tr>
<tr><td></td><td colspan="2">
- Apply selected sociological concepts to the analysis of selected consumption practices at a global or local level
- Apply analytical and creative skills and judgement, in order to make and present reasoned arguments
- Plan and manage self-directed learning
- Accept responsibility in determining and achieving appropriate outcomes
</td></tr>
</table>

<table>
<tr><td>14</td><td colspan="2">Teaching and Learning</td></tr>
<tr><td></td><td colspan="2"><i>Range of modes of direct contact</i></td></tr>
<tr><td></td><td colspan="2">This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</td></tr>
<tr><td></td><td></td><td></td></tr>
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<tr><td></td><td colspan="2"><i>Range of other learning methods</i></td></tr>
<tr><td></td><td colspan="2">This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research</td></tr>
<tr><td></td><td colspan="2">Directed reading and desk-based research</td></tr>
<tr><td></td><td>Total non-contact hours:</td><td>76</td></tr>
</table>

<table>
<tr><td>15</td><td colspan="4">Assessment methods</td></tr>
<tr><td></td><td colspan="4">This indicates the type and weighting of assessment elements in the module</td></tr>
<tr><td></td><td><u>Element number</u></td><td><u>Weighting</u></td><td><u>Type</u></td><td><u>Description</u></td></tr>
</table>

1	100%	CWK	An account of the social, political and economic significance of consumption practices (1500 words)

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module

mark

Tasks will be used throughout the module, in the classroom and on NOW, where you will be able to explore the issues and ideas addressed on the module and which will provide for feedback relating to aspects of the summative assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date of approval:	March 2018

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	The Sociology of Consumption EXCH1
2	Module Code:	TBC
3	Credit Points:	10
4	Duration:	Half year
5	School:	School of Social Sciences
6	Campus:	City
7	Date:	September 2018

8	**Pre, Post and Co-requisites:**

These are modules that you must have studied previously in order to take this module, or

modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>   <u>Module Code</u>   <u>Module Title</u>

9	**Courses containing the module**				
	<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
	5	Option	FT	SOCS00 2	BA Sociology
	5	Option	FT	PSYC01 0	BSc Psychology with Sociology

10	**Overview and Aims**

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module introduces some key concepts and materials within the topic of the sociology of consumption. This module will allow you to apply key issues, concepts and debates in the sociology of consumption. You will explore the social, political, and economic significance of consumption practices at a global and local level. More specifically, the module will address how the dynamism of neo-liberal capitalistic society can colonise time as well as space, how the future is dissolved into the present and how this may cause consumptive habitual practices that provides a cyclical perception of the future with the promise of progress via a cult of speed. As such, capitalism appears to offer liberation whilst at the same time appropriating the needs, desires, and emotions of the social actor. In so doing, capitalism mitigates the potential for resistance by promoting consensual participation in consumption practice.

Aims

To identify the social, political, and economic significance of consumption practices

To discuss the global and local contexts within which consumption practices are undertaken

To explore how consumption practices have become a fundamental mechanism to sustain neo-liberal capitalism.

To consider alternative modes of consumption based on collective and cooperative practices that promote social and environmental sustainability

---

11	**Module Content**

How neo-liberal ideology has driven a move from a market economy to a marketized and individuated society.

The relationship between consumption and commodification in terms of how consumption in the form of access to basic resources (food, shelter, etc.) and the fulfilment of human rights (the right to an education, healthcare, etc.) underpin the continued growth of capitalism.

The concept of 'citizen as consumer' which denotes a move from citizen to consumer rights, together with the construction of the 'flawed consumer' – a construct which pathologises individuals and groups who fail to consume effectively in a marketized society.

Consumption practices in the context of globalisation. This will include an examination of the relationship between consumption and debt in the development of urban spaces and cityscapes.

A consideration of collective and cooperative consumption practices that offer alternatives to the individuated imperative of global capitalism.

Indicative content introduced in this module:

- Consumption of services (education, health, etc.)
- Consumption of space
- Citizenship and consumption
- Leisure and consumption
- Consumption practices that promote social and environmental sustainability
- Brand consumers
- Consumption and identity
- Consumption and debt
- Consumption, urbanisation, and globalisation

12	**Indicative Reading**

Hawkins, C. (ed) (2017) 'Rethinking children as consumers: the changing status of childhood and young adulthood'. Abingdon, Routledge.

Lury, (2011) 'Consumer culture' 2nd edn. Cambridge, Polity Press.

O'Connor, J and Wynne, D (2017) From the Margins to the Centre : Cultural Production and Consumption in the Post-Industrial City. Abingdon : Routledge

Paterson, M (2017) Consumption and Everyday Life. Abingdon : Routledge

Stillerman, J (2015) 'The sociology of consumption: a global approach'. Cambridge, Polity Press

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the

module

Knowledge and understanding. After studying this module you should be able to:

- Analyse a range of knowledge of contemporary empirical perspectives and theories from within the field of the sociology of consumption.
- Evaluate some aspects of the social, political, and economic significance of consumption practices.
- Analyse some of the coherent bodies of knowledge in the area of consumption.
- Identify the merits of evidence from diverse sources

Skills, qualities and attributes. After studying this module you should be able to:

- Apply selected sociological concepts to the analysis of selected consumption practices at a global or local level
- Apply analytical and creative skills and judgement, in order to make and present reasoned arguments
- Plan and manage self-directed learning
- Accept responsibility in determining and achieving appropriate outcomes

14	**Teaching and Learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this

module, e.g. lectures, seminars

Total contact hours:	20

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g.

directed reading, research

Directed reading and desk-based research

Total non-contact hours:	76

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	CWK	An account of the social, political and economic significance of consumption practices (1500 words)

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module

mark

Tasks will be used throughout the module, in the classroom and on NOW, where you will be able to explore the issues and ideas addressed on the module and which will provide for feedback relating to aspects of the summative assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

	Document Management		
16	Module Title:	The Sociology of Consumption	
17	Module Code:	TBA	
18	Subject (JACS) Code	L300 Sociology	
19	Cost Centre	132 Sociology	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	March 2018	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	The Body in Society EXCH1
2	Module Code:	
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City

7	Date this version first approved to run:	October 2018

8	**Pre, post and co-requisites:**
	These are modules that you must have studied previously in order to take this module, or
	modules that you must study simultaneously or in a subsequent academic session
	<u>Pre, Co, Post</u> <u>Module Code</u> <u>Module Title</u>

9	**Courses containing the module**				
	<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
	5	Option	FT	SOCS002	BA (Hons) Sociology
	5	Option	FT	PSYC010	BSc (Hons) Psychology with Sociology

10	**Overview and aims**

Overview

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module explores a sociological perspective on how aspects of the human body relate to of the social organisation of everyday life. It will introduce students to key theorists whose work helps us sociologically understand issues of embodiment, such as Douglas, Elias, Turner, and Shilling as well as consider how issues of embodiment and corporeality shape and are shaped by social identities and processes.

Aims

- To introduce some of the major theoretical perspectives which are drawn on by sociological studies on the body.

- To intoduce a range of empirical studies on the body.

- To develop an understanding of the range of social and cultural factors that make the body more central to the contemporary self.

11	**Module content**

This module explores taken for granted issues about the human body and how they connect to the social organisation of everyday lives. The module considers the body in sociology through a focus on key theoretical perspectives relating to embodiment, and research addressing related issues. The module will include some of the core works and key theoretical perspectives within the wider field of the Sociology of the Body.

Indicative themes include:

Theoretical perspectives on embodiment; The Civilized Body; Gendered bodies; Embodied othering; Digital bodies; Producing and consuming Bodies; the Body and performance; Embodiment, lifecourse and aging; Politicised bodies.

12	Indicative reading

Howson, A. (2013). *The body in society: An introduction*. John Wiley & Sons.

Vannini, P. (2016). *Body/embodiment: Symbolic interaction and the sociology of the body.* Routledge.

Mitchell, D. T., & Snyder, S. L. (2015). *The biopolitics of disability: Neoliberalism, ablenationalism, and peripheral embodiment*. University of Michigan Press.

Adams, C. J. (2015). *The Sexual Politics of Meat*. Bloomsbury Publishing USA

13	Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- analyse some of the diverse ways in which the body is studied in sociological work

- examine the embodied dimension of a core range of social contexts and identities

- evaluate selected theoretical perspectives that are drawn upon by sociological studies on the body and apply them to different contexts

- identify the merits of information and evidence from diverse sources

Skills, qualities and attributes. After studying this module you should be able to:

- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments
- Present a balanced account of critical issues related to embodiment in sociology

14	Teaching and learning

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars	
Lectures, workshops, seminars	
Total contact hours:	20
Range of other learning methods This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research	
Total non-contact hours:	76

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements and sub-elements in the module			
	Element number	Weighting	Type	Description (include any sub-elements)
	1	100%	Coursework	1,500 word piece on core concepts covered in term 1
	Diagnostic/formative assessment			
	This indicates if there are any assessments that do not contribute directly to the final module mark			
	Further information on assessment			
	This section provides further information on the module's assessment where appropriate			

	Document management	
16	Module Title:	The Body in Society

17	Module Code:	
18	Subject (JACS) Code:	L300 Sociology
19	Cost Centre:	132 Sociology
20	School:	Social Sciences
21	Academic Team:	Sociology
22	Campus:	City
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*

		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	March 2018	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	The Body in Society EXCH1
2	Module Code:	
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City

7	Date this version first approved to run:	October 2018

8	**Pre, post and co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post
	Module Code
	Module Title

9	**Courses containing the module**				
	Level	Core/Option	Mode	Code	Course Title
	5	Option	FT	SOCS002	BA (Hons) Sociology
	5	Option	FT	PSYC010	BSc (Hons) Psychology with Sociology

10	**Overview and aims**

Overview

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module explores a sociological perspective on how aspects of the human body relate to of the social organisation of everyday life. It will introduce students to key theorists whose work helps us sociologically understand issues of embodiment, such as Douglas, Elias, Turner, and Shilling as well as consider how issues of embodiment and corporeality shape and are shaped by social identities and processes.

Aims

- To introduce some of the major theoretical perspectives which are drawn on by sociological studies on the body.

- To intoduce a range of empirical studies on the body.

- To develop an understanding of the range of social and cultural factors that make the body more central to the contemporary self.

11	**Module content**

This module explores taken for granted issues about the human body and how they connect to the social organisation of everyday lives. The module considers the body in sociology through a focus on key theoretical perspectives relating to embodiment, and research addressing related issues. The module will include some of the core works and key theoretical perspectives within the wider field of the Sociology of the Body.

Indicative themes include:

Theoretical perspectives on embodiment; The Civilized Body; Gendered bodies; Embodied othering; Digital bodies; Producing and consuming Bodies; the Body and performance; Embodiment, lifecourse and aging; Politicised bodies.

12	Indicative reading

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Adams, C. J. (2015). *The Sexual Politics of Meat*. Bloomsbury Publishing USA

13	Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- analyse some of the diverse ways in which the body is studied in sociological work

- examine the embodied dimension of a core range of social contexts and identities

- evaluate selected theoretical perspectives that are drawn upon by sociological studies on the body and apply them to different contexts

- identify the merits of information and evidence from diverse sources

Skills, qualities and attributes. After studying this module you should be able to:

- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments
- Present a balanced account of critical issues related to embodiment in sociology

14	Teaching and learning

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures, workshops, seminars	
Total contact hours:	20

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Total non-contact hours:	76

15	**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
1	100%	Coursework	1,500 word piece on core concepts covered in term 1

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Further information on assessment

This section provides further information on the module's assessment where appropriate

	Document management	
16	Module Title:	The Body in Society

17	Module Code:	
18	Subject (JACS) Code:	L300 Sociology
19	Cost Centre:	132 Sociology
20	School:	Social Sciences
21	Academic Team:	Sociology
22	Campus:	City
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*
		Institution	%
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24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	March 2018

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	The Body in Society EXCH1
2	Module Code:	
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City

7	Date this version first approved to run:	October 2018

8	**Pre, post and co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post Module Code Module Title

9	**Courses containing the module**				
	Level	Core/Option	Mode	Code	Course Title
	5	Option	FT	SOCS002	BA (Hons) Sociology
	5	Option	FT	PSYC010	BSc (Hons) Psychology with Sociology

10	**Overview and aims**

Overview

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module explores a sociological perspective on how aspects of the human body relate to of the social organisation of everyday life. It will introduce students to key theorists whose work helps us sociologically understand issues of embodiment, such as Douglas, Elias, Turner, and Shilling as well as consider how issues of embodiment and corporeality shape and are shaped by social identities and processes.

Aims

- To introduce some of the major theoretical perspectives which are drawn on by sociological studies on the body.

- To intoduce a range of empirical studies on the body.

- To develop an understanding of the range of social and cultural factors that make the body more central to the contemporary self.

11	**Module content**

This module explores taken for granted issues about the human body and how they connect to the social organisation of everyday lives. The module considers the body in sociology through a focus on key theoretical perspectives relating to embodiment, and research addressing related issues. The module will include some of the core works and key theoretical perspectives within the wider field of the Sociology of the Body.

Indicative themes include:

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Adams, C. J. (2015). *The Sexual Politics of Meat*. Bloomsbury Publishing USA

13	Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- analyse some of the diverse ways in which the body is studied in sociological work

- examine the embodied dimension of a core range of social contexts and identities

- evaluate selected theoretical perspectives that are drawn upon by sociological studies on the body and apply them to different contexts

- identify the merits of information and evidence from diverse sources

Skills, qualities and attributes. After studying this module you should be able to:

- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments
- Present a balanced account of critical issues related to embodiment in sociology

14	Teaching and learning

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures, workshops, seminars

Total contact hours:	20

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Total non-contact hours:	76

15	**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
1	100%	Coursework	1,500 word piece on core concepts covered in term 1

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Further information on assessment

This section provides further information on the module's assessment where appropriate

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	Document management
16	Module Title: The Body in Society

17	Module Code:	
18	Subject (JACS) Code:	L300 Sociology
19	Cost Centre:	132 Sociology
20	School:	Social Sciences
21	Academic Team:	Sociology
22	Campus:	City
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*

		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	March 2018	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Religion and Society 1
2	Module Code:	SOGY20170
3	Credit Points:	10
4	Duration:	September-December
5	School:	Social Sciences
6	Campus:	City

7	Date this version first approved to run:	October 2018

8	**Pre, post and co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post Module Code Module Title

9	**Courses containing the module**				
	Level	Core/Option	Mode	Code	Course Title
	5	Option	FT	SOCS002	BA (Hons) Sociology
	5	Option	FT	SOCS003	BA (Hons) Sociology and Politics

10	**Overview and aims**

Overview

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module introduces you to some major theoretical perspectives within the sociology of religion. The module will also encourage you to reflect on 'religion' in its widest sense including the diversity of religion globally, institutionally and personally.

Aims

- To introduce some of the major discussions within sociology of religion (e.g. concerning secularisation, individualisation, fundamentalism, globalisation).
- To consider contemporary debates concerning religion/spirituality (e.g. around issues of gender, sexuality, freedom of speech).
- To enable you to sociologically reflect on the concepts of religion, belief and spirituality.
- To enable you to critically reflect on the intersection of faith and self-identity and the relevance of this to sustainable development goals around wellbeing and equality.

11	**Module content**

The module is designed with the following focused sections

1. Key issues in the sociology of religion – in this section you will engage with debates around the meaning of 'religion', and 'spirituality', secularisation, sacralisation, detraditionalisation, globalisation and privatisation.
2. Contemporary manifestations of faith - in this section you will reflect on the diversity of faith in contemporary society, content will include discussions of fundamentalism, atheism, and individualised faith.

12	**Indicative reading**

Christiano, K., Swatos, W and Kivisto, P. (2015) Sociology of Religion: Contemporary Developments. London: Rowman and Littlefield

Davie, G. (2015) Religion in Britain. Chichester: Wiley Blackwell

Lynch, G. (2012) The Sacred in the Modern World: A Cultural Sociological Approach. Oxford: Oxford University Press.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

1. Analyse a variety of understandings of the terms 'religion' and spirituality'
2. Analyse diverse contributions of sociologists to the study of religion/spirituality
3. Evaluate a variety of debates within religion in contemporary society

Skills, qualities and attributes. After studying this module you should be able to:

1. Prioritise work to meet deadlines
2. Communicate effectively in writing
3. Reference accurately in accordance with Harvard Conventions

14	**Learning and teaching**

Range of modes of direct contact

This indicates the range of direct contact learning and teaching methods used on this module, e.g. lectures, seminars

Lecture, seminar and e-seminar

Total contact hours: 20

Range of other learning methods

This indicates the range of other learning and teaching methods used on this module, e.g. directed reading, research

Directed reading, independent research, seminar preparation tasks

Total non-contact hours: 80

15	**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
1	100%	Coursework	2x 1000 word theory definitions

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you will receive formative feedback through seminar tasks and discussions of required readings. These seminar activities will check and develop your understandings in preparation for formative assessments

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

	Document management		
16	Module Title:	Religion and Society	
17	Module Code:	SOGY20170	
18	Subject (JACS) Code:	L300 Sociology	
19	Cost Centre:	132 Sociology	
20	School:	Social Sciences	
21	Academic Team:	Sociology	
22	Campus:	City	
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	March 2018	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Religion and Society 1
2	Module Code:	SOGY20170
3	Credit Points:	10
4	Duration:	September-December
5	School:	Social Sciences
6	Campus:	City

7	Date this version first approved to run:	October 2018

8	**Pre, post and co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>   <u>Module Code</u>   <u>Module Title</u>

9	**Courses containing the module**

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
5	Option	FT	SOCS002	BA (Hons) Sociology
5	Option	FT	SOCS003	BA (Hons) Sociology and Politics

10	**Overview and aims**

Overview

You take this module in term 1 if you are going abroad on the Erasmus programme in term 2.

This module introduces you to some major theoretical perspectives within the sociology of religion. The module will also encourage you to reflect on 'religion' in its widest sense including the diversity of religion globally, institutionally and personally.

Aims

- To introduce some of the major discussions within sociology of religion (e.g. concerning secularisation, individualisation, fundamentalism, globalisation).
- To consider contemporary debates concerning religion/spirituality (e.g. around issues of gender, sexuality, freedom of speech).
- To enable you to sociologically reflect on the concepts of religion, belief and spirituality.
- To enable you to critically reflect on the intersection of faith and self-identity and the relevance of this to sustainable development goals around wellbeing and equality.

11	**Module content**

The module is designed with the following focused sections

3. Key issues in the sociology of religion – in this section you will engage with debates around the meaning of 'religion', and 'spirituality', secularisation, sacralisation, detraditionalisation, globalisation and privatisation.
4. Contemporary manifestations of faith - in this section you will reflect on the diversity of faith in contemporary society, content will include discussions of fundamentalism, atheism, and individualised faith.

12	**Indicative reading**

Christiano, K., Swatos, W and Kivisto, P. (2015) Sociology of Religion: Contemporary Developments. London: Rowman and Littlefield

Davie, G. (2015) Religion in Britain. Chichester: Wiley Blackwell

Lynch, G. (2012) The Sacred in the Modern World: A Cultural Sociological Approach. Oxford: Oxford University Press.

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

4. Analyse a variety of understandings of the terms 'religion' and spirituality'
5. Analyse diverse contributions of sociologists to the study of religion/spirituality
6. Evaluate a variety of debates within religion in contemporary society

Skills, qualities and attributes. After studying this module you should be able to:

4. Prioritise work to meet deadlines
5. Communicate effectively in writing
6. Reference accurately in accordance with Harvard Conventions

14	**Learning and teaching**
	Range of modes of direct contact
	This indicates the range of direct contact learning and teaching methods used on this module, e.g. lectures, seminars
	Lecture, seminar and e-seminar
	Total contact hours: 20
	Range of other learning methods
	This indicates the range of other learning and teaching methods used on this module, e.g. directed reading, research
	Directed reading, independent research, seminar preparation tasks
	Total non-contact hours: 80

15	**Assessment methods**
	This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
1	100%	Coursework	2x 1000 word theory definitions

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you will receive formative feedback through seminar tasks and discussions of required readings. These seminar activities will check and develop your understandings in preparation for formative assessments

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

	Document management		
16	Module Title:	Religion and Society	
17	Module Code:	SOGY20170	
18	Subject (JACS) Code:	L300 Sociology	
19	Cost Centre:	132 Sociology	
20	School:	Social Sciences	
21	Academic Team:	Sociology	
22	Campus:	City	
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	March 2018	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Religion and Society 2 EXCHANGE
2	Module Code:	SOGY20305
3	Credit Points:	10
4	Duration:	Half year

5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8	**Pre, Post and Co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9	**Courses containing the module**

Level   Core/Option   Mode   Code   Course Title

3   Option   FT   EXCH068   Associate Social Sciences Exchange UG

10	**Overview and Aims**

Overview

You take this module if you are an international or Erasmus student spending only half year at NTU.

This module explores the diversity of religious life in contemporary society - from institutional affiliation to spiritual seeking. The module will also encourage you to reflect on 'religion;' in its widest sense, and on how religion impacts upon the lives of believers. Through both lectures and seminars, the module discusses core issues and tensions emerging from research in this important area of sociology.

Aims

- To reflect on contemporary debates concerning religion/spirituality (e.g. around issues of gender, sexuality, freedom of speech).

- To analyse a variety of contemporary manifestations of faith (e.g. institutional, non-institutional, new age spirituality, new religious movements, popular cultural).

- To assess the role of religion/spirituality in the lives of believers and faith communities including in terms of sustainable development goals around equality and wellbeing.

-To reflect on the intersection of faith and self-identity.

11	**Module Content**

The module is designed with the following focused sections

1. Contemporary manifestations of faith - in this section you will reflect on the diversity of faith in contemporary society, content will include discussions of atheism, the new age, new religious movement, new ways of engaging with traditional faith, and the presence of religion in popular culture.

2. Debates and controversies – here the module encourages you to reflect on some key issues in the contemporary religious world. We will engage with debates around gender, sexuality, age and freedom of speech. We will draw out the relevance of religion to sustainable development goals such as peace, equality and wellbeing.

12	**Indicative Reading**

Christiano, K., Swatos, W and Kivisto, P. (2015) Sociology of Religion:

Contemporary Developments. London: Rowman and Littlefield

Hjelm, T and Zuckerman, P. (2013) Studying Religion and Society. Abingdon:

Routledge.

Lynch, G. (2012) *The Sacred in the Modern World: A Cultural Sociological*

Approach. Oxford: Oxford University Press.

Woodhead, L. et al. (2016) Religions in the Modern World: Traditions and

Transformation. London: Routledge

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

-	Evaluate a variety of debates within religion in contemporary society
-	Evaluate awareness of the diversity of contemporary forms of religious belief
-	Evaluate a range of religious innovations and 'quasi-religions'

Skills, qualities and attributes. After studying this module you should be able to:

-	Communicate effectively in writing
-	Synthesise social information from diverse sources
-	Apply sociological theory to everyday life

| 14 | **Teaching and Learning** |

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lecture, seminar and e-seminar

Total contact hours: 24

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading, independent research, seminar preparation tasks

Total non-contact hours: 76

| 15 | **Assessment methods** |

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Coursework	2000 word student designed report – a sociological analysis of a specific religious practice, issue or innovation

Diagnostic/ formative assessment
This indicates if there are any assessments that do not contribute directly to the final module mark
Throughout the module you will receive formative feedback through seminar tasks and discussions of required readings. These seminar activities will check and develop your understandings in preparation for formative assessments

Further information on assessment
This section provides further information on the module's assessment where appropriate

	Document Management		
16	Module Title:	Religion and Society 2 EXCHANGE	
17	Module Code:	SOGY20305	
18	Subject (JACS) Code	L300	
19	Cost Centre	132	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		

23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date of approval:	September 2016

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Political Sociology 2 EXCHANGE

2	Module Code:	SOGY20295
3	Credit Points:	10
4	Duration:	Half year
5	School:	School of Social Sciences
6	Campus:	City
7	Date:	October 2018

8   Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>   <u>Module Code</u>   <u>Module Title</u>

9   Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
2	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10   Overview and Aims

Overview

You take this module if you are an international or Erasmus student spending only half year at NTU.

The module provides you with a critical understanding of some of the ways in which sociologists have studied political phenomena. Through both lectures and seminars, the module touches upon core issues of power, politics and the relation between the state and society. It helps student familiarise with theoretical approaches and core issues emerging from research in this important field of sociology, with an emphasis on globalisation and other contemporary issues and approaches.

Aims

- To analyse the main theories and debates within political sociology
- To assess the impact of 'new' political sociology particularly around issues of globalisation, postmodernism and cultural politics.
- To differentiate between a range of contemporary conceptualisations of politics, the state, society and power.

11	**Module Content**

The module focusses on the 'new' political sociology as an approach to the sociological study of political phenomena. During the course of the module a number of topics are explored for their political content including; globalisation, postmodernism and cultural politics, consumerism and terrorism.

12	**Indicative Reading**

Bratsis, P. (2016) *Everyday Life and the State.* London, Routledge.

Drake, M. (2013) *Political Sociology for a Globalizing World.* London, John Wiley.

Taylor, G. (2010) *The New Political Sociology: Power, Ideology and Identity in an Age of Complexity.* Palgrave Macmillan.

Nash, K. (2015) *The political sociology of human rights.* Cambridge, Cambridge University Press.

Nickel, P.M. (2015) *Public sociology and civil society: governance, politics and power.* London, Routledge.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Analyse key features of the area of study referred to as political sociology
- Analyse the impact of globalisation, postmodernism and cultural politics for this body of knowledge
- Analyse the relevance and role of politics, the state, society and power in contemporary society

Skills, qualities and attributes. After studying this module you should be able to:

- Communicate effectively in a literate manner in writing
- Use IT tools to identify, organise, process and present information
- Plan and manage self-directed learning
- Prioritise work to meet deadlines

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Lectures & Seminars
	Total contact hours: 24
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Directed reading, seminar discussion
	Total non-contact hours: 76

15	**Assessment methods**
	This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Coursework	1500 word essay on the material used in the module

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative seminar-based activities. These activities will support your preparation for assessments.

Formative feedback on activities takes place verbally, in seminars.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Document Management

16	Module Title:	Political Sociology 2 EXCHANGE	
17	Module Code:	SOGY20295	
18	Subject (JACS) Code	L300	
19	Cost Centre	132	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	September 2016	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Theorising Contemporary Society 1 EXCHANGE

2	Module Code:	SOGY30290
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date this version first approved to run:	October 2018

8	**Pre, post and co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9	**Courses containing the module**

Level   Core/Option   Mode   Code   Course Title

6	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10	**Overview and aims**

You take this module if you are an international or Erasmus student spending only half year at NTU.

The module seeks to provide you with an understanding of contemporary sociological theory by demonstrating its usefulness in helping us to understand issues and social practices in contemporary society.

Aims
- To present a critical overview of some of the main lines of contemporary sociological theorizing.

- To familiarize you with key concepts and emphases of contemporary sociological thought.

- To provide opportunities for comparative and critical reflection on sociological theory.
- To demonstrate both similarities and differences between issues in classical sociological theory and issues found in contemporary sociological theory.

11	**Module content**

This module will introduce and examine key themes, theories and problems addressed in contemporary sociological thought. Topics may include a selection of the following: contemporary theories of power and control in society; contemporary theories of knowledge and regimes of truth; contemporary theories of class, labour and the precariat; social movements and migration; intersectionality; contemporary feminist thought; post-humanism and actor-network theory. The content will be explored and applied in a way that challenges conventional understandings of society, social processes and 'the social' more broadly.

12	**Indicative reading**

Butler, J (2004) *Undoing Gender.* London and New York: Routledge.

Deleuze, G and Guattari, G (1987) *A Thousand Plateaus: Capitalism and Schizophrenia.* Minneapolis: University of Minnesota Press.

Foucault, M (1975) *Discipline and Punish: The Birth of the Prison.* New York: Random House.

Haraway, D (2007) *When Species Meet* Minneapolis. University of Minnesota Press.

Latour, B (2005) *Reassembling the Social: An Introduction to Actor-Network Theory.* Oxford: Oxford University Press.

Mezzadra, S and Neilson, B (2013) *Border as Method, or, the Multiplication of Labour.* Durham: Duke University Press.

Savage, M. (2015) Social class in the 21st Century. London: Penguin Books.

Standing, G (2011) *The Precariat: The New Dangerous Class.* London: Bloomsbury.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Critically evaluate the diversity and complexity of modern and contemporary orientations within sociological theory
- Evaluate and critique a range of such theoretical resources within the discipline
- Reason critically about the key concepts and ideological emphases of a range of contemporary theoretical viewpoints
- Construct critical and informed arguments about their strengths and limitations
- Evaluate contemporary sociological perspectives and theories in making critical sense of the social world and lived experience
- Engage knowledgeably in debates relevant to chosen areas of academic specialisation
- Use contemporary social theories to examine relationships between environmental, social and economic systems from local to global level.

Skills, qualities and attributes. After studying this module you should be able to:

- Communicate effectively in writing
- Use IT tools to identify, organise, process and present information;
- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments
- Manage competing demands and meet deadlines;
- Plan and manage self-directed learning;
- Utilise critical thinking skills to facilitate lifelong learning and adapt to future challenges of meeting social and environmental responsibilities;
- Recognise connections and interactions between factors, as well as appreciate how actions can often have multiple consequences

14	**Learning and teaching**	
	Range of modes of direct contact	
	This indicates the range of direct contact learning and teaching methods used on this module, e.g. lectures, seminars	
	Lectures, seminars.	
	Total contact hours:	20
	Range of other learning methods	
	This indicates the range of other learning and teaching methods used on this module, e.g. directed reading, research	
	Directed reading, reflexive exercises, independent study.	
	Total non-contact hours:	80

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements and sub-elements in the module			
	Element number	Weighting	Type	Description (include any sub-elements)
	1	100%	Coursework	2,000 word essay

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Further information on assessment

This section provides further information on the module's assessment where appropriate

	Document management	
16	Module Title:	Theorising Contemporary Society 1 EXCHANGE
17	Module Code:	SOGY30290
18	Subject (JACS) Code:	L300 Sociology
19	Cost Centre:	132 Sociology
20	School:	Social Sciences

21	Academic Team:	Politics and Sociology	
22	Campus:	City	
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	December 2017	

Nottingham Trent University

Module Specification

	Basic module information	

1	Module Title:	Theorising Contemporary Society 2 EXCHANGE
2	Module Code:	SOGY30295
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date this version first approved to run:	October 2018

8	**Pre, post and co-requisites:**
	These are modules that you must have studied previously in order to take this module, or
	modules that you must study simultaneously or in a subsequent academic session
	<u>Pre, Co, Post</u> <u>Module Code</u> <u>Module Title</u>

9	**Courses containing the module**				
	<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
	6	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10	**Overview and aims**

Overview

You take this module if you are an international or Erasmus student spending only half year at NTU.

The module seeks to provide you with an understanding of contemporary sociological theory by demonstrating its usefulness in helping us to understand issues and social practices in contemporary society.

Aims

- To present a critical overview of some of the main lines of contemporary sociological theorizing.

- To familiarize you with key concepts and emphases of contemporary sociological thought.

- To provide opportunities for comparative and critical reflection on sociological theory.
- To demonstrate both similarities and differences between issues in classical sociological theory and issues found in contemporary sociological theory.

11	**Module content**

This module will introduce and examine key themes, theories and problems addressed in contemporary sociological thought. Topics may include a selection of the following: contemporary theories of power and control in society; contemporary theories of knowledge and regimes of truth; contemporary theories of class, labour and the precariat; social movements and migration; intersectionality; contemporary feminist thought; post-humanism and actor-network theory. The content will be explored and applied in a way that challenges conventional understandings of society, social processes and 'the social' more broadly.

12	**Indicative reading**

Butler, J (2004) *Undoing Gender.* London and New York: Routledge.

Deleuze, G and Guattari, G (1987) *A Thousand Plateaus: Capitalism and Schizophrenia.* Minneapolis: University of Minnesota Press.

Foucault, M (1975) *Discipline and Punish: The Birth of the Prison.* New York: Random House.

Haraway, D (2007) *When Species Meet* Minneapolis. University of Minnesota Press.

Latour, B (2005) *Reassembling the Social: An Introduction to Actor-Network Theory.* Oxford: Oxford University Press.

Mezzadra, S and Neilson, B (2013) *Border as Method, or, the Multiplication of Labour.* Durham: Duke University Press.

Savage, M. (2015) Social class in the 21st Century. London: Penguin Books.

Standing, G (2011) *The Precariat: The New Dangerous Class.* London: Bloomsbury.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Critically evaluate the diversity and complexity of modern and contemporary orientations within sociological theory

- Evaluate and critique a range of such theoretical resources within the discipline
- Reason critically about the key concepts and ideological emphases of a range of contemporary theoretical viewpoints
- Construct critical and informed arguments about their strengths and limitations
- Evaluate contemporary sociological perspectives and theories in making critical sense of the social world and lived experience
- Engage knowledgeably in debates relevant to chosen areas of academic specialisation
- Use contemporary social theories to examine relationships between environmental, social and economic systems from local to global level.

Skills, qualities and attributes. After studying this module you should be able to:

- Communicate effectively in writing
- Use IT tools to identify, organise, process and present information;
- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments
- Manage competing demands and meet deadlines;
- Plan and manage self-directed learning;
- Utilise critical thinking skills to facilitate lifelong learning and adapt to future challenges of meeting social and environmental responsibilities;
- Recognise connections and interactions between factors, as well as appreciate how actions can often have multiple consequences

14	**Learning and teaching**
	Range of modes of direct contact
	This indicates the range of direct contact learning and teaching methods used on this module,
	e.g. lectures, seminars
	Lectures, seminars.
	Total contact hours: 24
	Range of other learning methods
	This indicates the range of other learning and teaching methods used on this module, e.g.
	directed reading, research

Directed reading, reflexive exercises, independent study.

Total non-contact hours: 76

15	**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	100%	Examination	2 hour Seen examination

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module

mark

Further information on assessment

This section provides further information on the module's assessment where appropriate

	Document management	
16	Module Title:	Theorising Contemporary Society 2 EXCHANGE
17	Module Code:	SOGY30295
18	Subject (JACS) Code:	L300 Sociology
19	Cost Centre:	132 Sociology
20	School:	Social Sciences
21	Academic Team:	Politics and Sociology
22	Campus:	City
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*
		Institution %
23a	Other UK Higher Education or Further Education Institution-	

	Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	December 2017

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Identities and Intimacies 1 EXCHANGE
2	Module Code:	SOGY30260
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

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8   Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title

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9   Courses containing the module

Level	Core/Option	Mode	Code	Course Title
6	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10	**Overview and Aims**

Overview

You take this module if you are an international or Erasmus student spending only half year at NTU.

This module is focused on the sociology of intimate life. It introduces the main approaches in this area of sociology, while at the same time touching upon some core issues and topics emerging from current research. Throughout the module you will reflect on theoretical and empirical discussions of words such as 'love', 'family', and 'friendship', as well as developing your knowledge of sociological understandings of identity. The module focuses on contemporary western experiences but draws comparisons across diverse cultures and traditions

Aims

- To critically analyse the construction and management of personal and social identities in contemporary western society.
- To synthesise sociological approaches to the study of intimacy, sexuality, love and personal life. The module reflects on the relevance of these to contemporary sustainability goals around equality and wellbeing.
- To critically reflect on sociological discussions of sex and sexualisation.

11	**Module Content**

The module will develop your knowledge of discussions of personal and social identity in sociology, with a particular focus on how intimacy and sexuality influence identity. We will also reflect on the distinction between the public and the private in sex and intimacy, as well as engaging with the sociology of emotions and the divers meanings of 'love' globally, across cultures and history.

Please note: the module may involve the use of some sexually explicit material, and will require participation in discussions of a variety of relationship types and sexual behaviours. Please bear this in mind when selecting your modules

12	**Indicative Reading**
	Fitzgerald, K and Grossman, K. (2017). Sociology of Sexualities. London: Sage.
	Frank, A., Clough, P. and Seidman S. (2015). Intimacies. London: Routledge.
	Plummer, K. (2015) Cosmopolitan Sexualities. Cambridge: Polity

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	- Critically reflect on the impact of modernity and late/post modernity on the organisation of personal identities, with reference to theory and contemporary empirical studies of intimate life.
	- Critically review the diversity of personal identity and its construction and management with reference to key sociological discussions of intimacy and sexuality.
	- Reflect critically on the issue of sexualisation and its impact on public, personal and intimate life.
	Skills, qualities and attributes. After studying this module you should be able to:
	- Reflect critically on a range of cultural artefacts.
	- Communicate effectively in writing.
	- Synthesise social information from diverse sources, using IT.

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Lecture, seminar
	Total contact hours: 20
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Directed reading, independent study, Seminar preparation tasks
	Total non-contact hours: 80

15 Assessment methods

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Essay	2000 word essay focused on issues of intimacy, sexuality and identity, their relations and reciprocal influence

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative in-class activities through seminar tasks and discussions of required readings. These seminar activities will check and develop your understandings in preparation for assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

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Document Management

16	Module Title:	Identities and Intimacies 1 EXCHANGE	
17	Module Code:	SOGY30260	
18	Subject (JACS) Code	L300 Sociology	
19	Cost Centre	132 Sociology	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		

23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date of approval:	September 2016

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Identities and intimacies 2 EXCHANGE
2	Module Code:	SOGY30265
3	Credit Points:	10
4	Duration:	Half Year (second)
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8 **Pre, Post and Co-requisites:**

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title

9 **Courses containing the module**

Level	Core/Option	Mode	Code	Course Title
6	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10 **Overview and Aims**

Overview

You take this module if you are an international or Erasmus student spending only the second half of the academic year at NTU.

This module is focused on the sociology of intimate life. Throughout the module you will reflect on issues connected to love, family, friend and sexual relationships and practices. This module focuses on contemporary issues and experiences, inviting you to explore and analyse the relation between intimacy, sexuality and identity in everyday life situations across diverse locations and contexts.

Aims

- To analyse a variety of contemporary close relationships (e.g. marriage, family, friendship) and their organisation (e.g. monogamy and non-monogamy, division of labour) across communities and cultures.
- To critically evaluate the interconnections between intimate life and gender, religion and ethnicity including reference to sustainability goals around wellbeing and equality
- To critically reflect on sociological discussions of sex and sexualisation

11	**Module Content**

The module then develops your understandings of key themes and issues in the sociological study of intimate life by exploring a variety of personal relationships and intimate practices in contemporary society. In doing so you will critically reflect on issues of power, the negotiation of personal relationships, changes in family relationships, and the meaning of 'deviance'.

Please note: the module may involve the use of some sexually explicit material, and will require participation in discussions of a variety of relationship types and sexual behaviours. Please bear this in mind when selecting your modules

12	**Indicative Reading**

Fitzgerald, K and Grossman, K. (2017). Sociology of Sexualities. London: Sage.

Frank, A., Clough, P. and Seidman S. (2015). Intimacies. London: Routledge.

Plummer, K. (2015) Cosmopolitan Sexualities. Cambridge: Polity

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Critically review how individuals, as social actors, construct, organise and manage their personal lives
- Reflect critically on the issue of sexualisation and its impact on public, personal and intimate life
- Critically evaluate intersectionality and the interconnection of intimacy, gender, religion and ethnicity

Skills, qualities and attributes. After studying this module you should be able to:

- Design, plan and manage a self-directed report which reviews, consolidates and extends coherent bodies of knowledge, accepting responsibility in determining and achieving appropriate outcomes
- Reflect critically on a range of cultural artefacts
- Communicate effectively in writing
- Synthesise social information from diverse sources, using IT

14	**Teaching and Learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lecture, seminar and e-seminar

Total contact hours: 24

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading, independent study, Seminar preparation tasks

Total non-contact hours: 76

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Report	2000 word student designed report – a sociological analysis of a specific intimate or sexual relationship or practice

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative in-class activities through seminar tasks and discussions of required readings. These seminar activities will check and develop your understandings in preparation for assessments.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Document Management

16	Module Title:	Identities and intimacies 2 EXCHANGE	
17	Module Code:	SOGY30265	
18	Subject (JACS) Code	L300 Sociology	
19	Cost Centre	132 Sociology	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	September 2016	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Sociology of Interpersonal Abuse
2	Module Code:	SOGY30220
3	Credit Points:	20
4	Duration:	Full-Year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8   Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title

9   Courses containing the module

Level	Core/Option	Mode	Code	Course Title
6	Option	FT	SOCS002	BA (Hons) Sociology
6	Option	FT	SOCS003	BA (Hons) Sociology and Politics
6	Option	FT	PSYC010	BSc (Hons) Psychology with Sociology

10	**Overview and Aims**

Overview

This module explores the dynamics of interpersonal abuse, with a particular focus upon rape and domestic violence. Rape will be the particular topic for analysis in Term 1 and domestic violence will be the particular topic for analysis in Term 2, although there will be overlaps between the two terms and further selected instances of interpersonal abuse will also be drawn upon as appropriate.

The module considers: the history of interpersonal violence; how it can be defined and theorised from a sociological perspective; the nature of its perpetrators and victims/survivors, with reference to gender, sexuality, disability, ethnicity, age, religion, location and health; material from contemporary culture (print, broadcast and social media, television, film, fiction and memoir) and what this reveals; individual and collective coping/survival strategies of victims/survivors, including exploration of the work of organisations such as Rape Crisis and Women's Aid; legal responses and their efficacy; psychotherapeutic interventions; and - most importantly - education/activism seeking the prevention of interpersonal abuse and the creation of a more equal society.

Aims

- To critically analyse the dynamics of interpersonal abuse in contemporary society, with a particular focus upon rape and domestic violence

- To disrupt the taken-for-granted nature of interpersonal abuse in contemporary society

11	**Module Content**

Indicative topics include: historical analysis of rape myths and understandings of women as the property of men; interrogation of terminology such as 'domestic violence', 'intimate partner violence', 'coercive control', 'consent', 'manipulation',

'date rape', 'acquaintance rape', 'stranger rape', 'marital rape', 'victims' and 'survivors'; consideration of the gender, sexuality, ethnicity, religion, disability, location and health of victims/survivors and perpetrators; rape in war; rape in prison; analysis of texts such as Alice Sebold's (2002) memoir, *Lucky,* and Roddy Doyle's novel *The Woman Who Walked Into Doors* (1997); interrogation of support mechanisms, including detailed examination of the work of Rape Crisis and Women's Aid, the contemporary legal position and key cases in the field of interpersonal abuse; psychotherapeutic interventions such as trauma therapy; whether or not violent men can change; contemporary activism such as Slutwalks, and intervention programmes in schools against violence in young people's teenage relationships and in their later lives.

Please note: the module will involve discussion of highly sensitive material. Please bear this in mind when selecting your modules.

| 12 | **Indicative Reading** |

Harding, K. (2015) *Asking for It: The Alarming Rise of Rape Culture*. Da Capo.

Phipps, A. (2014). *Politics of the body : Gender in a neoliberal and neoconservative age.*

Walby , Sylvia, Towers , Jude, Balderston , Susan, Corradi , Consuelo, Francis , Brian, Heiskanen , &al. (2017). *The concept and measurement of violence against women and men.* Bristol, UK: Policy Press.

| 13 | **Learning outcomes** |

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Engage knowledgeably in debates relevant to the analysis of the dynamics of interpersonal abuse in contemporary society – using appropriate perspectives, concepts and theories

- Engage knowledgeably in debates relevant to disrupting the taken-for-granted nature of interpersonal abuse

- Critically evaluate how social and cultural forces, contexts and processes impact upon oppression and resistance in a range of settings

- Critically review, consolidate and extend coherent bodies of knowledge relating to the complex issue of interpersonal abuse

Skills, qualities and attributes. After studying this module you should be able to:

- Evaluate critically and synthesise information and evidence from diverse sources – both academic and activist – using IT tools

- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments about highly sensitive issues

- Communicate effectively in writing

- Accept responsibility in determining and achieving contributions to understanding of interpersonal abuse.

14	**Teaching and Learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Two-hour workshops.

Total contact hours: 48

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading, independent study, workshop preparation tasks.

Total non-contact hours: 152

15	**Assessment methods**			

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	50%	Essay	A 2,000 word essay on Term 1 material
	50%	Report	A 2,000 written report on Term 2 material

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative in-class activities through workshop tasks and discussions of required readings. These activities will check and develop your understandings in preparation for assessments. You will also have opportunities to receive formative feedback on your ideas for essays.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

	Document Management		
16	Module Title:	Sociology of Interpersonal Abuse	
17	Module Code:	SOGY30220	
18	Subject (JACS) Code	L300	
19	Cost Centre	29	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		

23d	Any other Non-UK organisation	
	- Percentage not taught by NTU	
24	Date of approval:	Summer 2013

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	'Race', Culture and Society 1 EXCHANGE
2	Module Code:	SOGY30270
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date:	September 2018

8	**Pre, Post and Co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post Module Code Module Title

9	**Courses containing the module**				
	Level	Core/Option	Mode	Code	Course Title
	6	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10	**Overview and Aims**
	Overview
	You take this module if you are an international or Erasmus student spending only half year at NTU.
	Debates about 'race' and the impact of racism are central to how we understand historical constructions of Europe and contemporary society. Diversity, difference, inequality and power warrant critical interrogation and sociology can offer much to understanding these contentious issues. This module considers sociological perspectives on 'race' and racism, examines 'old' and 'new' forms of racism and

encourages you to think about how social identities are 'racialised'. The intersection between 'race', class, gender and other social identities also features strongly in this module. This module considers the historical career of 'race' and considers how the enlightenment project implicates a scientific conception of 'race' and how such foundational notions become challenged across the academy toward the middle and end of the 20th century.

Aims

- To critically analyse the construction of 'race', racial identity and racism in a historical context;
- To critically use sociological perspectives to investigate the relationship between 'race', other social identities;
- To explore the contestability of apparently fixed concepts like 'race' ethnicity, culture and identity;

11	**Module Content**

This module focuses on theories of 'race' and racism, including biological racism and cultural racism. It also explores historical and cultural aspects of 'Race' and Intersectionality – the focus is on 'race' and racism in relation to the enlightenment and imperialisms, gender, social class and multiculturalism.

12	**Indicative Reading**

Murji, K., & Solomos, J. (Eds.). (2015). *Theories of Race and Ethnicity*. Cambridge University Press

Meer, N. (2015) *Citizenship, Identity and the Politics of Multiculturalism: The Rise of Muslim Consciousness*. Basingstoke: Palgrave (2nd Edition)..

Meer, N. (2014) Key concepts in race and ethnicity, Sage

Mirza, H. S., & Joseph, C. (2013). *Black and postcolonial feminisms in new times: Researching educational inequalities.* Routledge.

Sefa Dei, G.J. & Lordan, M. (Eds.) (2013) *Contemporary Issues in the Sociology of Race and Ethnicity,* Peter Lang Publishing

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Engage knowledgeably in debates relevant to the analysis of 'race' and racism - using appropriate perspectives, concepts and theories ;

- Critically review, consolidate and extend coherent bodies of knowledge relating to the complex issues of 'race' and racism

Skills, qualities and attributes. After studying this module you should be able to:

- Evaluate critically and synthesise information and evidence from diverse sources, using IT tools);

- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments;

- Communicate effectively in writing;

- Plan and manage self-directed learning, accept responsibility in determining and achieving the outcome of two final year-level contributions to understanding of race and racism, in the context of competing demands on your time.

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	This module comprises lectures and seminars and emphasises participatory learning methods. Guest speakers will provide insights into policy and practice issues.
	Total contact hours: 20
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Directed reading, independent study, workshop preparation tasks.
	Total non-contact hours: 80

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Essay	A 2,000 word essay on issues discussed during the module

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative in-class activities through tasks and discussions of required readings. These activities will check and develop your understandings in preparation for assessments. You will also have opportunities to receive formative feedback on your ideas for essays.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Document Management

16	Module Title:	'Race', Culture and Society 1 EXCHANGE	
17	Module Code:	SOGY30270	
18	Subject (JACS) Code	L300 Sociology	
19	Cost Centre	132 Sociology	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	September 2016	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	'Race', Culture and Society 2 EXCHANGE
2	Module Code:	SOGY30275
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date:	September 2018

8	Pre, Post and Co-requisites:
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>   <u>Module Code</u>   <u>Module Title</u>

9	Courses containing the module

<u>Level</u>   <u>Core/Option</u>   <u>Mode</u>   <u>Code</u>   <u>Course Title</u>

6   Option   FT   EXCH068   Associate Social Sciences Exchange UG

10	Overview and Aims

Overview

You take this module if you are an international or Erasmus student spending only half year at NTU.

Debates about 'race' and the impact of racism are central to how we understand contemporary society. Diversity, difference, inequality and power warrant critical interrogation and sociology can offer much to understanding these contentious issues. This module considers sociological perspectives on 'race' and racism, examines 'old' and 'new' forms of racism and encourages you to think about how social identities are 'racialised'. The intersection between 'race', class, gender and other social identities also features strongly in this module. Drawing on contemporary testimonies, statistical evidence, media and other data sources, you will also investigate the connection between 'race', culture and a wide range of social, health, criminal justice, political and economic issues.

Aims

- To critically analyse the construction of 'race', racial identity and racism in a contemporary context;

	-	To use sociological perspectives to investigate the relationship between 'race', other social identities and contemporary social issues;
	-	To explore the contestability of apparently fixed concepts like 'race' ethnicity, culture and identity;
	-	To critically evaluate how 'race' and racism feature in contemporary social policy.

11	**Module Content**

This module explores cultural aspects of 'Race' and Intersectionality where racism is explored in relation to contemporary social and structural processes. Issues covered include discrimination in employment, education, housing and health, legislating for equality, institutionalised racism, 'race' and policing.

12	**Indicative Reading**

Murji, K., & Solomos, J. (Eds.). (2015). *Theories of Race and Ethnicity*. Cambridge University Press

Meer, N. (2015) *Citizenship, Identity and the Politics of Multiculturalism: The Rise of Muslim Consciousness.* Basingstoke: Palgrave (2nd Edition)..

Meer, N. (2014) Key concepts in race and ethnicity, Sage

Mirza, H. S., & Joseph, C. (2013). *Black and postcolonial feminisms in new times: Researching educational inequalities.* Routledge.

Sefa Dei, G.J. & Lordan, M. (Eds.) (2013) *Contemporary Issues in the Sociology of Race and Ethnicity,* Peter Lang Publishing

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Engage knowledgeably in debates relevant to the analysis of 'race' and racism - using appropriate perspectives, concepts and theories;
- Critically evaluate how social, economic and cultural forces, contexts and processes construct and impact upon racialised identities ;
- Critically review, consolidate and extend coherent bodies of knowledge relating to the complex issues of 'race' and racism.

Skills, qualities and attributes. After studying this module you should be able to:

- Evaluate critically and synthesise information and evidence from diverse sources, using IT tools;
- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments;
- Communicate effectively in writing;
- Plan and manage self-directed learning, accept responsibility in determining and achieving the outcome of two final year-level contributions to understanding of race and racism, in the context of competing demands on your time.

14	**Teaching and Learning**
	Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

This module comprises lectures and seminars and emphasises participatory learning methods. Guest speakers will provide insights into policy and practice issues.	
Total contact hours:	24

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading, independent study, workshop preparation tasks.	
Total non-contact hours:	76

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Report	A 2,000 written piece applying concepts to a specified example or context

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Throughout the module you undertake formative in-class activities through tasks and discussions of required readings. These activities will check and develop your understandings in preparation for assessments. You will also have opportunities to receive formative feedback on your ideas for essays.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

	Document Management	
16	Module Title:	'Race', Culture and Society 2 EXCHANGE
17	Module Code:	SOGY30275
18	Subject (JACS) Code	L300 Sociology
19	Cost Centre	132 Sociology
20	School:	Social Sciences

21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	September 2016	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Technology and Society 1 EXCHANGE
2	Module Code:	SOGY30280
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8 Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9 Courses containing the module

Level	Core/Option	Mode	Code	Course Title
6	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10 Overview and Aims

Overview

You take this module if you are an international or Erasmus student spending only half year at NTU.

This module adopts a critical approach to understanding contemporary areas of social life from a perspective which recognises the significance of technology. Founded on theories of the information society and social networking, the module examines ways in which communication, interaction, and participation is mediated through networked digital technologies. The module requires that you reflect on

both your own experiences of living with technology and the ways in which society has transformed through our use of information communication technologies.

Aims

- To provide you with a critical knowledge of contemporary sociological perspectives in which the impact of technologies is an integral focus
- To enable you to critically examine areas of social life in the context of technological evolution
- To encourage you to critically reflect upon the ways in which technology can facilitate progress towards the UN Sustainability goal 9: 'Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation'
- To encourage you to reflect upon your own use of technologies and the ways in which these impact upon your daily life
- To develop your skills in using multimedia

11	**Module Content**

Given the pace with which social transformation driven by new technological developments is taking place, the content of the module will reflect up-to-date developments. However, core themes will run throughout, and the following provides an indication of the content you can expect on the module.

- Theories of the information society
- Online identity
- Technology, communities and social bonds
- Intimate relationships
- Human-computer interaction
- Digital media and culture

12	**Indicative Reading**

Baym, N. K. (2015). Personal connections in the digital age. Cambridge: Polity Press.

Fuchs, C. (2017). Social Media: A Critical Introduction (2nd Edn.). London: SAGE Publications.

Orton-Johnson, K. and Prior, N. (2013). Digital Sociology: Critical Perspectives. United Kingdom: Palgrave Macmillan.

Webster, F. (2014). Theories of the Information Society. United Kingdom: Routledge.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Critically analyse the main sociological themes, theories and concepts within the academic study of technology and social life

- Critically evaluate the impact of technology upon individuals, groups and social institutions

- Critically analyse the socio-cultural aspects of technology in society

- Critically analyse the application of contemporary technologies within the context of sustainability

- Engage knowledgeably in debates relevant to technology, reviewing, consolidating and extending a coherent body of knowledge in this area

Skills, qualities and attributes. After studying this module you should be able to:

- Integrate multi-media sources into academic work

- Make use of a variety of different information technologies

- Plan and manage self-directed learning for an assignment in the context of competing demands on your time - including choosing information and evidence, applying diagnostic and creative skills and judgement, and communicating your ideas effectively

14	**Teaching and Learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures, seminars, workshops

Total contact hours: 20

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading, independent project work, online discussions, multi-media learning resources.

Total non-contact hours: 80

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Project	Critical evaluation of an aspect of technology in society using a range of multi-media sources and resources

	Diagnostic/ formative assessment	
	This indicates if there are any assessments that do not contribute directly to the final module mark	

	Regular tasks designed to help you reflect upon course content, making use of online tools and resources, with feedback and interaction in seminars and in online discussions.
	Formative feedback on in-class activities normally takes place verbally, in class.
	Summative (graded), typed marks/feedback are normally provided via the drop box.

	Further information on assessment	
	This section provides further information on the module's assessment where appropriate	

Document Management

16	Module Title:	Technology and Society 1 EXCHANGE	
17	Module Code:	SOGY30280	
18	Subject (JACS) Code	L300 Sociology	
19	Cost Centre	132 Sociology	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	September 2016	

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Technology and Society 2 EXCHANGE
2	Module Code:	SOGY30285
3	Credit Points:	10
4	Duration:	Half year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8	Pre, Post and Co-requisites:
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session
	Pre, Co, Post Module Code Module Title

9	Courses containing the module
	Level Core/Option Mode Code Course Title
	6 Option FT EXCH068 Associate Social Sciences Exchange UG

10	Overview and Aims
	Overview
	You take this module if you are an international or Erasmus student spending only half year at NTU.
	This module adopts a critical approach to understanding the interrelationship between processes of globalisation, networks and technology. Founded on theories of the network society, the module examines ways in which civic participation and conflict is mediated through networked digital technologies on a global scale. The

module requires that you reflect on both your own experiences of living with technology and the ways in which society has transformed through our use of information communication technologies.

Aims

- To provide you with a critical knowledge of contemporary sociological perspectives in which the impact of technologies and networks is an integral focus
- To enable you to critically examine areas of global society, participation and conflict, in the context of technological evolution
- To encourage you to critically reflect upon the ways in which technology can facilitate progress towards the UN Sustainability goal 9: 'Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation'
- To encourage you to reflect critically upon your own use of technologies and the ways in which these impact upon your daily life
- To develop your skills in using multimedia

11	**Module Content**

Given the pace with which social transformation driven by new technological developments is taking place, the content of the module will reflect up-to-date developments. However, core themes will run throughout, and the following provides an indication of the content you can expect on the module.

- The network society
- Transformations of work and the information economy
- Privacy and surveillance
- Digital democracy
- New social movements and online mobilisation
- Cybercrime
- Cyberwar and terror

12	**Indicative Reading**

Baym, N. K. (2015). Personal connections in the digital age. Cambridge: Polity Press.

Fuchs, C. (2017). Social Media: A Critical Introduction (2nd Edn.). London: SAGE Publications.

Orton-Johnson, K. and Prior, N. (2013). Digital Sociology: Critical Perspectives. United Kingdom: Palgrave Macmillan.

Webster, F. (2014). Theories of the Information Society. United Kingdom: Routledge.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Critically analyse the main sociological themes, theories and concepts within the academic study of technology and global society

- Critically evaluate the impact of technology upon individuals, groups and social institutions

- Critically analyse technology-related aspects of globalization

- Critically analyse the application of contemporary technologies within the context of sustainability

- Engage knowledgeably in debates relevant to technology, reviewing, consolidating and extending a coherent body of knowledge in this area

Skills, qualities and attributes. After studying this module you should be able to:

- Integrate multi-media sources into academic work

- Make use of a variety of different information technologies

- Plan and manage self-directed learning for a project in the context of competing demands on your time - including choosing information and evidence, applying diagnostic and creative skills and judgement, and communicating your ideas effectively

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Lectures, seminars
	Total contact hours: 24
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Directed reading, independent project work, online discussions, multi-media learning resources.
	Total non-contact hours: 76

15	**Assessment methods**
	This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Project	Critical evaluation of an aspect of technology in global society using a range of multi-media sources and resources

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Regular tasks designed to help you reflect upon course content, making use of online tools and resources, with feedback and interaction in seminars and in online discussions.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Document Management

16	Module Title:	Technology and Society 2 EXCHANGE	
17	Module Code:	SOGY30285	
18	Subject (JACS) Code	L300 Sociology	
19	Cost Centre	132 Sociology	
20	School:	Social Sciences	
21	Academic Team	Sociology	
22	Campus	City	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date of approval:	September 2016	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Technology & Society
2	Module Code:	SOGY30310
3	Credit Points:	20
4	Duration:	Full year
5	School:	Social Sciences
6	Campus:	City
7	Date:	October 2018

8   Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9   Courses containing the module

Level	Core/Option	Mode	Code	Course Title
6	Option	FT	SOCS002	BA (Hons) Sociology
6	Option	FT	SOCS003	BA (Hons) Sociology and Politics
6	Option	FT	PSYC010	BA (Hons) Psychology with Sociology

10   Overview and Aims

Overview:

This module is concerned with the relationship between information communication technologies and social change in contemporary society.

Society has undergone rapid change in the past fifty years, and it is no coincidence that this change has occurred alongside unprecedented advances in technologies. The Internet, and the associated communication technologies that connect us, have become so deeply embedded within our lives that some sociologists suggest we are living in a 'Network Society'. To this end, contemporary society cannot be fully understood without also understanding the role that new technologies play in

facilitating social change. This module will introduce you to some of the most recent perspectives and debates informing an understanding of the information society, while also making use of some of the latest technologies to enhance your learning and immerse you in the topic.

Aims

To present contemporary sociological perspectives in which the impact of technologies is an integral focus

To assess classical and contemporary sociological theories in light of technological change

To evaluate the transformations of various institutions that have been facilitated by recent technological advances

To encourage you to critically reflect upon the ways in which technology can facilitate progress towards the UN Sustainability goal 9: 'Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation'

To encourage you to reflect upon your own use of technologies and the ways in which these impact upon your daily life

To develop a multi-media project

11	**Module Content**

Given the pace with which social transformation driven by new technological developments is taking place, the content of the module will reflect up-to-date developments. However, core themes will run throughout, and the following provides an indication of the content you can expect on the module.

- Theories of the information society
- Online identity
- Technology, communities and social bonds
- Intimate relationships
- Human-computer interaction
- Digital media and culture
- The network society
- Transformations of work and the information economy
- Privacy and surveillance
- Digital democracy
- New social movements and online mobilisation
- Cybercrime
- Cyberwar and terror

12	**Indicative Reading**

Baym, N. K. (2015). Personal connections in the digital age. Cambridge: Polity Press.

Fuchs, C. (2017). Social Media: A Critical Introduction (2nd Edn.). London: SAGE Publications.

Orton-Johnson, K. and Prior, N. (2013). Digital Sociology: Critical Perspectives. United Kingdom: Palgrave Macmillan.

Webster, F. (2014). Theories of the Information Society. United Kingdom: Routledge.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Critically analyse the main sociological themes, theories and concepts within the academic study of technology in society

- Critically evaluate the impact of technology upon individuals, groups and social institutions

- Critically analyse the socio-cultural aspects of technology in society

- Critically analyse technology-related aspects of globalization

- Critically analyse the application of contemporary technologies within the context of sustainability

- Engage knowledgeably in debates relevant to technology, reviewing, consolidating and extending a coherent body of knowledge in this area

Skills, qualities and attributes. After studying this module you should be able to:

- Integrate multi-media sources into academic work.

- Make use of a variety of different information technologies.

- Plan and manage self-directed learning for a project in the context of competing demands on your time - including choosing information and evidence, applying diagnostic and creative skills and judgement, and communicating your ideas effectively.

14	**Teaching and Learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	Lectures, seminars
	Total contact hours: 48
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Directed reading, independent project work, online discussions, multi-media learning resources.
	Total non-contact hours: 152

15	**Assessment methods**
	This indicates the type and weighting of assessment elements in the module
	Element Weighting Type Description number

1	50%	Essay
2	50%	Coursework

Diagnostic/ formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Regular tasks designed to help you reflect upon course content, making use of online tools and resources, with feedback and interaction in seminars and in online discussions.

Formative feedback on in-class activities normally takes place verbally, in class.

Summative (graded), typed marks/feedback are normally provided via the drop box.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Where there are difficulties with attending classes, meaning that you will miss some of the formative in-class activities; or where there are difficulties with participating in group work, please contact the module leader for support and guidance: it is possible to work through materials outside of the classroom if this is needed.

Student Support Services can also assist you in arranging for various formal adjustments to be made to support your studies across your degree course (such as to examinations or presentations, where they are present in a module's assessments).

Document Management

16	Module Title:	Technology and Society
17	Module Code:	SOGY30310
18	Subject (JACS) Code	L300 Sociology
19	Cost Centre	132 Sociology
20	School:	Social Sciences
21	Academic Team	Sociology
22	Campus	City
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*

	Institution	%
23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		

23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date of approval:	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Gender, Sex and Sexuality
2	Module Code:	SOGY30315
3	Credit Points:	20
4	Duration:	Full Year
5	School:	Social Sciences
6	Campus:	City
7	Date this version first approved to run:	February 2019

8	**Pre, post and co-requisites:**
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title

9	**Courses containing the module**				

Level	Core/Option	Mode	Code	Course Title
6	Option	FT	SOCS002	BA (Hons) Sociology
6	Option	FT	PSYC010	BSc (Hons) Psychology with Sociology

10	**Overview and aims**

Overview

This module explores theoretical, political and cultural perspectives of gender, sex and sexuality. It consists of three blocks of learning – on relevant theoretical perspectives, on political dimensions of relevant issues, and on cultural representations of gender, sex and sexuality.

Aims

- The development of a critical understanding of theoretical, political and cultural perspectives of gender, sex and sexuality;
- To explore a range of sociological approaches to understanding concepts of gender, sex and sexuality;
- To critically locate contemporary practices and repesentations within an historical social context.

11	**Module content**

This is a wide-ranging module examining historical and contemporary theories of gender, sex, sexuality and sexual difference. The module will highlight how, without sociology, our understanding of sexuality would be greatly impoverished.

The module will cover relevant gender theory (including sociological theory such as socialisation and social learning theory in relation to gender), political and cultural responses to related issues, and the representation of identities across different milieu.

Indicative themes include:

Theoretical perspectives: histories of heteronormativity, sex role theory, feminisms, new masculinities, Queer Theory;

Political responses: formal and informal regulation of sexuaity, challenges to hertonormativity, LGBTQ politics, sexual politics of meat;

Representations: cultural representations of gender identities and sexualities.

12	**Indicative reading**

Lutz, H., Herrera Vivar, Maria Teresa, & Supik, Linda. (2016*). Framing intersectionality : Debates on a multi-faceted concept in gender studies (Feminist imagination, Europe and beyond)*. London, [England] ; New York, [New York]: Routledge.

Keilty, P., & Dean, Rebecca. (2013). *Feminist and queer information studies reader* (Litwin Books series on gender and sexuality in information studies ; no. 4). Sacramento, CA: Litwin Books, LLC.

Rodriguez, C., Tsikata, Dzodzi, & Adomako Ampofo, Akosua. (2015). *Transatlantic feminisms : Women and gender studies in Africa and the diaspora*. Lanham: Lexington Books.

Tosh, J., 2017. *Manliness and masculinities in nineteenth-century Britain*: *Essays on gender, family and empire.* Routledge.

Bannister, M., 2017. *White boys, white noise: Masculinities and 1980s indie guitar rock*. Routledge.

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Critically evaluate a range of gender and gender-related sociological theory
- Critically analyse a variety of ideas, concepts and frameworks associated with the sociological dimensions of gender, sex and sexuality.
- Synthesise and critically review detailed knowledge of specific aspects of how gender issues can be understood.
- Synthesise and critically review detailed knowledge of specific aspects of how ideas of gendered socialisation and identities can be understood critically

Skills, qualities and attributes. After studying this module you should be able to:

- critically evaluate new knowledge, concepts and evidence from a range of sources;
- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments
- Use evidence-based reasoning to construct, support or challenge arguments;
- Critically apply relevant sociological knowledge to a range of social contexts

14	**Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures, workshops, seminars, online resources.

Total contact hours: 48

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading.

Total non-contact hours: 152

15	**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
1	50%	ESY	2,000 word essay on core concepts covered in term 1
2	50%	REP	2,000 word structured report synthesising content across the module

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Further information on assessment

This section provides further information on the module's assessment where appropriate

	Document management	
16	Module Title:	Gender, Sex and Sexuality
17	Module Code:	SOGY30315
18	Subject (JACS) Code:	L300 Sociology
19	Cost Centre:	132 Sociology
20	School:	Social Sciences
21	Academic Team:	Sociology
22	Campus:	City
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*

		Institution	%
23a	Other UK Higher Education or Further Education Institution-Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	26 February 2019	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Gender, Sex and Sexuality EXCHANGE1
2	Module Code:	SOGY30320
3	Credit Points:	10
4	Duration:	Term 1
5	School:	Social Sciences
6	Campus:	City
7	Date this version first approved to run:	September 2019

8   Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title

9   Courses containing the module

Level	Core/Option	Mode	Code	Course Title
6	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10   Overview and aims

Overview

You undertake this module if you are an international or Erasmus student spending only half year at NTU.

This module explores theoretical perspectives of gender, sex and sexuality. It focuses on relevant theoretical perspectives which can be applied to a range of political dimensions of relevant issues, and on cultural representations of gender, sex and sexuality.

Aims

- The development of a critical understanding of theoretical perspectives of gender, sex and sexuality;
- To explore a range of sociological approaches to understanding concepts of gender, sex and sexuality;
- To critically locate contemporary practices and repesentations within an historical social context.

11	Module content

This is a wide-ranging module examining historical and contemporary theories of gender, sex, sexuality and sexual difference. The module will highlight how, without sociology, our understanding of sexuality would be greatly impoverished.

The module will focus on relevant gender theory (including sociological theory such as socialisation and social learning theory in relation to gender).

Indicative themes include:

Theoretical perspectives: histories of heteronormativity, sex role theory, feminisms, new masculinities, Queer Theory;

12	Indicative reading

Lutz, H., Herrera Vivar, Maria Teresa, & Supik, Linda. (2016*). Framing intersectionality: Debates on a multi-faceted concept in gender studies (Feminist imagination, Europe and beyond).* London, [England] ; New York, [New York]: Routledge.

Keilty, P., & Dean, Rebecca. (2013). *Feminist and queer information studies reader* (Litwin Books series on gender and sexuality in information studies ; no. 4). Sacramento, CA: Litwin Books, LLC.

Rodriguez, C., Tsikata, Dzodzi, & Adomako Ampofo, Akosua. (2015). *Transatlantic feminisms : Women and gender studies in Africa and the diaspora.* Lanham: Lexington Books.

Tosh, J., 2017. *Manliness and masculinities in nineteenth-century Britain*: *Essays on gender, family and empire.* Routledge.

Bannister, M., 2017. *White boys, white noise: Masculinities and 1980s indie guitar rock*. Routledge.

13	Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Critically evaluate a range of gender and gender-related sociological theory.
- Critically analyse a variety of ideas, concepts and frameworks associated with the sociological dimensions of gender, sex and sexuality.
- Synthesise and critically review detailed knowledge of specific aspects of how gender issues can be understood.
- Synthesise and critically review detailed knowledge of specific aspects of how ideas of gendered socialisation and identities can be understood critically.

Skills, qualities and attributes. After studying this module you should be able to:

- critically evaluate new knowledge and concepts from a range of sources.
- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments.
- Use evidence-based reasoning to construct, support or challenge arguments.

14	Teaching and learning

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures, workshops, seminars, online resources

Total contact hours:	20

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading

Total non-contact hours:	80

15	**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
1	50%	ESY	2,000 word essay on core concepts covered in term 1

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Further information on assessment

This section provides further information on the module's assessment where appropriate

	Document management	
16	Module Title:	Gender, Sex and Sexuality EXCHANGE1
17	Module Code:	SOGY30320
18	Subject (JACS) Code:	L300 Sociology
19	Cost Centre:	132 Sociology
20	School:	Social Sciences
21	Academic Team:	Sociology
22	Campus:	City

23	Other institutions providing teaching:	Please complete in box 23 a-d - if applicable	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	February 2019	

Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Gender, Sex and Sexuality Exchange 2
2	Module Code:	SOGY30325
3	Credit Points:	10
4	Duration:	Half year (terms 2/3)
5	School:	Social Sciences
6	Campus:	City
7	Date this version first approved to run:	September 2019

8   Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9   Courses containing the module

Level	Core/Option	Mode	Code	Course Title
6	Option	FT	EXCH068	Associate Social Sciences Exchange UG

10   Overview and aims

Overview

You undertake this module if you are an international or Erasmus student spending only half year at NTU.

This module explores political and cultural perspectives of gender, sex and sexuality. It consists of two blocks of learning – on political dimensions of relevant issues, and on cultural representations of gender, sex and sexuality.

Aims

- The development of a critical understanding of political and cultural perspectives of gender, sex and sexuality.
- To explore a range of sociological approaches to understanding concepts of gender, sex and sexuality.

	- To critically locate contemporary practices and representations within an historical social context.

11	**Module content**
	This is a wide-ranging module examining gender, sex, sexuality and sexual difference. The module will highlight how, without sociology, our understanding of sexuality would be greatly impoverished.
	The module will focus on political and cultural responses to issues related to gender, sex and sexuality, and the representation of identities across different milieu.
	Indicative themes include:
	Political responses: formal and informal regulation of sexuality, challenges to hertonormativity, LGBTQ politics, sexual politics of meat;
	Representations: cultural representations of gender identities and sexualities.

12	**Indicative reading**
	Lutz, H., Herrera Vivar, Maria Teresa, & Supik, Linda. (2016*). Framing intersectionality : Debates on a multi-faceted concept in gender studies (Feminist imagination, Europe and beyond)*. London, [England] ; New York, [New York]: Routledge.
	Keilty, P., & Dean, Rebecca. (2013). *Feminist and queer information studies reader* (Litwin Books series on gender and sexuality in information studies ; no. 4). Sacramento, CA: Litwin Books, LLC.
	Rodriguez, C., Tsikata, Dzodzi, & Adomako Ampofo, Akosua. (2015). *Transatlantic feminisms : Women and gender studies in Africa and the diaspora*. Lanham: Lexington Books.
	Tosh, J., 2017. *Manliness and masculinities in nineteenth-century Britain*: *Essays on gender, family and empire.* Routledge.
	Bannister, M., 2017. *White boys, white noise: Masculinities and 1980s indie guitar rock*. Routledge.

13	**Learning outcomes**
	Learning outcomes describe what you should know and be able to do by the end of the module
	Knowledge and understanding. After studying this module you should be able to:
	- Critically analyse a variety of ideas, concepts and frameworks associated with the sociological dimensions of gender, sex and sexuality;
	- Synthesise and critically review detailed knowledge of specific aspects of how gender issues can be understood;
	- Synthesise and critically review detailed knowledge of specific aspects of how ideas of gendered socialisation and identities can be understood critically.
	Skills, qualities and attributes. After studying this module you should be able to:

- critically evaluate new knowledge, concepts and evidence from a range of sources;
- Apply diagnostic, analytical and creative skills and judgement, in order to make and present reasoned arguments;
- Use evidence-based reasoning to construct, support or challenge arguments;
- Critically apply relevant sociological knowledge to a range of social contexts.

14	**Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures, workshops, seminars, online resources	
Total contact hours:	24

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading

Total non-contact hours:	78

15	**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

Element number	Weighting	Type	Description (include any sub-elements)
2	50%	REP	2,000 word structured report synthesising content in term 2

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Further information on assessment

This section provides further information on the module's assessment where appropriate

	Document management	
16	Module Title:	Gender, Sex and Sexuality Exchange 2
17	Module Code:	SOGY30325
18	Subject (JACS) Code:	L300 Sociology
19	Cost Centre:	132 Sociology
20	School:	Social Sciences
21	Academic Team:	Sociology
22	Campus:	City
23	Other institutions providing teaching:	*Please complete in box 23 a-d - if applicable*

		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	February 2019