

# FP036-30 Understanding Society

**20/21**

**Department**

Warwick Foundation Studies

**Level**

Foundation

**Module leader**

Sam Grierson

**Credit value**

30

**Module duration**

25 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

FP036-30 Understanding Society

[Module web page](#)

### Module aims

The module aims to introduce students to the family of disciplines that constitute the social sciences. By providing students in the first instance with a social science 'toolkit' to use to understand society and the world around us, the module should equip students to evaluate a variety of contemporary social issues and events in an interdisciplinary way. In applying the tools learned to a range of topics such as food, gender and migration, students will learn the key concepts and techniques required to be a successful undergraduate student of any social science discipline. We aim to assess students in innovative and creative ways that are becoming more popular as forms of assessment at undergraduate level and introduce greater variety of assessment methods into the social science course.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will be divided into four 'units'. The specific subject of units 2-4 to be determined by the module leader according to teachers' expertise, student interest and current affairs.

1. The Social Science 'Toolkit' - approximately 5 weeks  
Social science approaches - economics, sociology, politics, human geography and psychology
2. Contemporary Social Issue 1 – approximately 5 weeks  
Social science approaches to Food
3. Contemporary Social Issue 2 – approximately 5 weeks  
Social science approaches to Gender
4. Contemporary Social Issue 3 – approximately 5 weeks  
Social science approaches to Health

## Learning outcomes

By the end of the module, students should be able to:

- Identify and apply the different yet complementary approaches of social science to addressing a variety of contemporary social issues.
- Compare and contrast explanations of social phenomena deriving from different social science disciplines.
- Critically apply social insights and justify informed solutions to social science issues to a varied audience using a selection of media formats.
- Demonstrate a range of cognitive and practical skills including teamwork, communication and presentation skills, problem solving skills, critical thinking skills, and research skills (including information retrieval, analysis and interpretation), within the discipline of social science.

## Indicative reading list

Unit 1:

Gillespie, A (2019) Foundations of Economics (5th Edn) Oxford: OUP

Gross, R (2015) Psychology: The Science of Mind and Behaviour (7th Edn) London: Hodder

Haralambos, M and Holborn, M (2013) Sociology: Themes and Perspectives (8th Edn) London: Collins

Jones, A (2012) Human Geography: The Basics Abingdon: Routledge

Unit 2:

Dimitri, C and Rogus, S (2014) 'Food choices, food security, and food policy' in Journal of International Affairs 67(1) pp.19-XVI

Giménez, E H nad Shattuck, A (2011) 'Food crises, food regimes and food movements: rumblings of reform or tides of transformation?' in The Journal of Peasant Studies, 38(1) pp.109-

Wilk, R (Ed) (2006) Fast Food/Slow Food: The cultural economy of the global food system, Lanham MD: AltaMira Press

Food, Culture and Society: An international journal of multidisciplinary research, Taylor and Francis

Unit 3:

Kimmel, M (2016) *The Gendered Society* (6th Edn) Oxford: OUP

Kimmel, M and Aronson, A (Eds) (2016) *The Gendered Society Reader* (6th Edn) Oxford: OUP

Wood, W and Ridgeway, C. L (2010) 'Gender: An interdisciplinary perspective' in *Social Psychology Quarterly* 73(4) pp.334-339

*Gender & Society*, SAGE Journals

Unit 4:

tbc

## **Interdisciplinary**

Students are encouraged to switch between and use a range of social science disciplines to analyse and evaluate their learning. Students are encouraged to see how disciplines connect, their commonalities and where they diverge. They are then challenged to present innovative solutions through the lens of multiple perspectives and apply these where possible to real world issues.

## **International**

Students learning about contemporary topics and relate these to the UK and one or more other country. They are also encouraged to consider all topics through the eyes of their home country.

## **Subject specific skills**

To develop students use of analysis to interpret and critique existing social science disciplines and their various perspectives through a wide range of communication methods; including debates, blogs/forums, documentary film making and poster presentations.

## **Transferable skills**

Critical thinking, presentation, report writing, problem solving and research skills.

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## **Study**

### **Study time**

| <b>Type</b>   | <b>Required</b>              |
|---------------|------------------------------|
| Lectures      | 25 sessions of 1 hour (8%)   |
| Seminars      | 25 sessions of 3 hours (25%) |
| Private study | 100 hours (33%)              |
| Assessment    | 100 hours (33%)              |
| Total         | 300 hours                    |

### **Private study description**

Private Study.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A

|   | <b>Weighting</b> | <b>Study time</b> |
|---|------------------|-------------------|
| Individual blog post (1000 words)             | 20%              | 20 hours          |
| Filmmaking group project and mini-report      | 40%              | 40 hours          |
| Social science toolkit infographic            | 10%              | 10 hours          |
| Understanding society case study (2000 words) | 30%              |                   |

### Feedback on assessment

Written feedback provided on all formative and summative written assignments, followed up with verbal one to one feedback (at least one verbal feedback session compulsory). Written feedback provided via Tabula.

Opportunities for peer assessment and feedback provided regularly on formative work.

Verbal feedback provided as routine throughout teaching sessions and via email.

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## Availability

### Courses

This module is Core for:

- FIOE Warwick International Foundation Programme
  - Year 1 of FP24 Warwick International Foundation Programme - Law and Politics
  - Year 1 of FP23 Warwick International Foundation Programme - Social Sciences