

# CE11A-10 Sociological Perspectives

**21/22**

**Department**

Centre for Lifelong Learning

**Level**

Undergraduate Level 1

**Module leader**

Simon Glaze

**Credit value**

10

**Module duration**

25 weeks

**Assessment**

100% coursework

**Study locations**

University of Warwick main campus, Coventry Primary

City College, Coventry

North Warwickshire and Hinckley College, Nuneaton campus

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## Description

### Introductory description

The aim of this core module is to enable students to:

- Understand the distinctive features of Sociology as a critical discipline and approaches to social analysis associated with it;
- Develop understanding and critical awareness of major classical and contemporary sociological perspectives and traditions, and the social contexts in which they emerged;
- Apply their knowledge of major sociological perspectives and traditions critically to contemporary sociological contexts, drawing on appropriate studies and research evidence. These aims need to be understood as complementary to those which will be achieved through Researching Society and Culture. Thus while Sociological Perspectives (SP) will link theory to research evidence and social contexts, Researching Society and Culture (RSC) will ensure students understand the linkages between research and theoretical starting points, and the way this is reflected in different substantive areas of analysis.

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The two modules together seek to ensure a coherent introduction to Sociology as and equip students with the necessary skills to navigate their way successfully through their undergraduate studies.

Thus, Sociological Perspectives alongside the second new core module, Researching Society and Culture (RSC) will together provide therefore the essential theoretical, analytical, professional and research based skills necessary at Level 4 to enable students to progress at Levels 5 and 6 in the 2+2 Social Studies course. These module changes are the first steps towards ensuring that all students follow programmes of study that enable them to meet the essential requirements for a Sociology graduate as defined by the QAA Sociology Subject Benchmark standards.

## **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 following is an indicative list of topics. Each college within the partnership has autonomy as to how this is interpreted across Year 1 and Year 2 (CE11A and CE11B):

Part One; Sociology in Context – Past, Present and Future. This will consist of lectures introducing students to the distinctive nature of sociology inquiry and research, including common features and diverse perspectives. This will involve introducing students to a historical overview and key debates, including epistemological starting points. Seminar discussions will consist of close reading of a sociological study set in its theoretical and social context, with production of written materials and a shared group podcast/webpage. These will also address key professional skills such as use of physical and virtual library, group working, and presentational skills.

Part Two: Sociology and the Birth of the Modern World. This will set the development of sociological forms of thought against the development of modernity, and focus centrally on the approaches to industrial capitalist modernity, the nation state and mass political participation, of classic theorists such as Marx, Durkheim, Weber and de Tocqueville. It will involve close reading of classic theorists, discuss research informed by such perspectives, and assess their continuing contemporary relevance.

Part Three: Sociologies of Modernity and Beyond. This will focus on the changes that have occurred in the modern world since the time of classic sociological theorists. It will introduce students to the work of a range of selected sociologists that have sought to interpret such changes, and the problems and issues thrown up by classical sociological theorising. It will engage with these questions and issues by dealing with a selective range of concrete issues and theorists. It will start by examining the ways in which these started to be tackled by theoretical and

research traditions such as the Frankfurt School and its continuing influence through the work of Habermas, and the Chicago School and its influence on sociologists such as Becker and Goffman. It will move on to examine more recent forms of critical sociology represented by the work of the most influential commentators such as Foucault, Bourdieu, and debates around 'social structuration' and 'risk' developed by Giddens. The module will conclude with a critical review of 'malestream' sociology as represented by feminist and queer critiques, postcolonial analysis and the more general challenge associated with a 'cultural turn' in sociological theorising. As with Part One, there will be an emphasis on textual reading, discussion of applications in relation to macrosocial themes concerning the changing nature of modernity and global capitalism, and sociological research applications in thematic areas such as the workplace, political life, family and intimate relations, and crime and deviance.

## Learning outcomes

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

- Understand the key features of sociology as a distinctive and critical subject and analyse how these are applied by a leading sociological practitioner.
- Develop understanding and critical awareness of a range of major classical and contemporary sociological perspectives and traditions, and the social contexts in which they emerged.
- Apply their knowledge of major sociological perspectives and traditions critically to contemporary sociological contexts, drawing on appropriate studies and research evidence.

## Indicative reading list

Anderson, Benedict 2016. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso

Callinicos, A. 2007. *Social Theory: A Historical Introduction*. Cambridge: Polity Press

Giddens, A. 2013. *The Consequences of Modernity*. Cambridge: Polity Press

Marx, Karl and Friedrich Engels 1998. *The Communist Manifesto*. London: Verso

Marx, Karl 1960 [1844] *Economic and Philosophic Manuscripts of 1844*. Lawrence and Wishart: London. Chapter 1, 'Wages of Labour'

Parsons, Talcott 1971. *The System of Modern Societies*. New Jersey: Prentice-Hall

Korgen, K. O. et. al (2017) *The Cambridge handbook of sociology, volume 1: core areas in Sociology and the development of the discipline*. Cambridge: Cambridge University Press

Korgen, K. O. et. al (2017) *The Cambridge handbook of sociology, volume 2: specialty and interdisciplinary studies*. Cambridge: Cambridge University Press

Ritzer, G., Stepnisky, J. (2018) *Classical sociological theory*. Los Angeles: SAGE Publications

Ritzer, G., Stepnisky, J. (2018) *Modern sociological theory*. Los Angeles: SAGE Publications

Sassen, Saskia 2016. *Global networks: linked cities*. London: Routledge

Stones, R. (2017) *Key sociological thinkers*. London: Palgrave

De Tocqueville, Alexis 1998 [1831] *Democracy in America* various imprints

Weber, Max 1905 *The Protestant Ethic and the Spirit of Capitalism*. New York: Charles Scribner

Williams, Eric 1994 [1944] *Capitalism and Slavery*. London: University of North Carolina Press

## Subject specific skills

Understand the key features of sociology as a distinctive and critical subject and analyse how these are applied by a leading sociological practitioner.

Develop understanding and critical awareness of a range of major classical and contemporary sociological perspectives and traditions, and the social contexts in which they emerged.

Apply their knowledge of major sociological perspectives and traditions critically to contemporary sociological contexts, drawing on appropriate studies and research evidence.

## Transferable skills

Students will develop key skills such as teamwork and use of IT, and develop cognitive skills such as critical analysis and testing of theories. This will lay the foundations for research awareness and academic writing that will develop competency in key professional skills.

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## Study

### Study time

Type	Required
Lectures	25 sessions of 1 hour (25%)
Seminars	25 sessions of 2 hours (50%)
Tutorials	24 sessions of 30 minutes (12%)
Private study	13 hours (13%)
Total	100 hours

### Private study description

No private study requirements defined for this module.

## 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

## Weighting Study time Eligible for self-certification

### Assessment component

Written Assignment 1 (2000 words)	50%	Yes (extension)
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Reassessment component is the same

### Assessment component

Written Assignment 2 (1500 words)	35%	Yes (extension)
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Reassessment component is the same

### Assessment component

Individual Presentation	15%	No
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Reassessment component is the same

## Feedback on assessment

Written and oral feedback

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## Availability

## Courses

This module is Core for:

- Year 1 of USX2-Y202 Undergraduate Social Studies [2 + 2]