

# FP036-30 Understanding Society

**21/22**

**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 for example food, gender, health, ethnicity 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' of varying lengths. The specific subject of units 2-4 are to be determined by the module leader according to teachers' expertise, student interest and current affairs. An example of the current subjects being taught can be found below.

1. The Social Science 'Toolkit': Social science approaches – law, economics, sociology, politics, human geography and psychology
2. Contemporary Social Issue 1: Social science approaches to Food
3. Contemporary Social Issue 2: Social science approaches to Gender
4. Contemporary Social Issue 3: 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:

Hill Collins, P, (2005) *Black sexual politics: African Americans, gender, and the new racism*, Oxon: Routledge

*Introduction to the study of education*. Fourth edition. London, [England] ; New York, New York :

Routledge, c2015 xiii

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

Kirsten T. Edwards, Denise Taliaferro Baszile & Nichole A. Guillory (2016) *When, where, and why we enter: Black women's curriculum theorising*, *Gender and Education*, 28:6, 707-709

Lyonette, C. and Crompton, R. (2015) 'Sharing the load? Partners' relative earnings and the division of domestic labour', *Work, Employment and Society*, 29(1), pp. 23–40.

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:

Platt, L 2019, *Understanding Inequalities : Stratification and Difference*, Polity Press, Newark.

Available from: ProQuest Ebook Central.

Vaughan, G 2011, *Social Psychology*, Pearson Education UK, Old Tappan. Available from: ProQuest Ebook Central.

## **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, research skills and the use of contemporary use of communication media.

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## **Study**

## **Study time**

<b>Type</b>	<b>Required</b>
Lectures	(0%)
Seminars	25 sessions of 3 hours (25%)
Online learning (independent)	25 sessions of 1 hour (8%)
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 A1**

	<b>Weighting</b>	<b>Study time</b>
1000 word individual blog post	20%	20 hours
Using a Moodle forum to critical consider a contemporary social science topic and peer review a contemporary social science topic.		
5 minute documentary film /vlog project with design and planning	40%	40 hours
Documentary film/ vlog that explores a complex contemporary social science interdisciplinary issue. The students will design, plan and execute the documentary/vlog. Marks will be assessed through both the film and complementary mini report and planning and design tools submitted.		
Social science toolkit info-graphic	10%	10 hours
A critical comparative review of three social science disciplines.		
Case Study 2000 word	30%	30 hours
Based on already taught material. Students respond to a question set against a scenario, which has collection of issues. They will critically consider the question and present evidence for their answer.		

### **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