

<b>Module Title</b>	<b>The Sociological Imagination: From Revolutions to Big Data</b>
<b>Course Title</b>	BSc (Hons) Sociology
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS
<b>Division</b>	Social Sciences
<b>Parent Course (if applicable)</b>	BSc Sociology; BSc Sociology (Black Studies); BSc Sociology (Criminology); BSc Sociology (Social Policy); BSc Sociology (Sustainability)
<b>Level</b>	4
<b>Semester</b>	2
<b>Module Code (showing level)</b>	DSS_4_SIF
<b>JACS Code (completed by the QA)</b>	
<b>Credit Value</b>	20 credit points
<b>Student Study Hours</b>	Contact hours: 45  Student managed learning hours: 155
<b>Pre-requisite Learning</b>	None
<b>Co-requisites</b>	None
<b>Excluded combinations</b>	None
<b>Module co-ordinator</b>	TBC
<b>Short Description (max. 100 words)</b>	Students will be introduced to some of the main questions raised about human societies. The Module invites students to explore significant aspects of the origins and development of sociological inquiry within a historical context. They will be encouraged to read specifically selected pieces about key concepts and approaches to the study of social action in our societies.
<b>Aims</b>	The Module has the following main aims: <ol style="list-style-type: none"> <li>1. to provide a general historical and contemporary overview of some of the main theoretical perspectives for analysing human society</li> <li>2. to develop a critical understanding of past and new ideas about society</li> <li>3. to demonstrate the relevance of past debates and concepts to contemporary social and political issues</li> </ol>
<b>Learning Outcomes (4 to 6 outcomes)</b>	On successful completion of this module the student: <b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• will have an informed understanding of the continuity of sociological inquiry</li> <li>• will be familiar with some of the writings of some major sociologists and their ideas about society.</li> </ul> <b>Intellectual Skills</b> <ul style="list-style-type: none"> <li>• will be able to identify and distinguish different sociological approaches to social problems, issues, and processes</li> <li>• will have developed a critical approach to knowledge and assumed understandings of social life</li> </ul>
<b>Employability</b>	As a first year, second semester course the skills and knowledge in this module are best seen as core building blocks for the rest of the students' academic development rather than as directly related to employability. Nevertheless, their understanding of society and ability to explain complex social situations should place students in an employable position.

<b>Teaching and learning pattern</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	The Module will introduce students to some of the main questions raised about society, such as: <ul style="list-style-type: none"> <li>• what is 'society' and how do we define this?</li> <li>• what are some origins of sociological thought, and how is sociological thought to be distinguished from other approaches to the study of society?</li> <li>• how do we maintain and change values, institutions, and other social practices?</li> </ul> What are some of the main issues (class, gender, race/ethnicity, equality, development, etc.) facing contemporary societies, and how do sociologists approach them?
<b>Assessment method (Please give details – of components, weightings, sequence of components, final component)</b>	Formative assessment: Mock Exam  Summative assessment: EX: 2-hour seen examination at the end of the Module (100%). Students will be asked to answer <u>two questions</u> (equally weighted) from a list of six or more questions based on topics covered in the Module as a whole.
<b>Mode of resit assessment (if applicable)</b>	As above
<b>Indicative Sources (Reading lists)</b>	<b>Core Materials</b> Durkheim, E. (1964) <i>The Division of Labour in Society</i> . New York: Free Press Loyal, S. & Malesevic, S. (2020) <i>Classical Sociological Theory</i> London: Sage Marx, K. & Engels, F. (1982) <i>The Communist Manifesto</i> in Marx & Engels, Collected Works, vol. 38. London: Lawrence & Wishart Weber, M. (2010) <i>The Protestant Ethic and the Spirit of Capitalism</i> . Oxford: Oxford University Press  <b>Optional Reading</b> Abrahamson, M. (2009) <i>Classical Theory and Modern Studies</i> . London: Pearson Education Elster, J. (2015) <i>Explaining Social Behavior: More Nuts and Bolts for the Social Sciences</i> . Cambridge: Cambridge University Press Pinker, S. (2003) <i>The Blank Slate: The Modern Denial of Human Nature</i> . London: Penguin
<b>Other Learning Resources</b>	VLE Moodle site.  Journals: Sociology; British Journal of Sociology, Sociology, American Political Science Review, American Sociological Review