

Module Details	
Module Title	Understanding Classical Sociology
Module Code	SAC4013-B
Academic Year	2020/1
Credits	20
School	School of Social Sciences
Subject Area	Sociology and Criminology
FHEQ Level	FHEQ Level 4
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Lectures	24
Directed Study	176

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
You will be introduced to the main paradigms of sociological theory and methods of sociological analysis; particularly the classical sociological theories of the 19th and early 20th centuries. This will give you a theoretical grounding to the discipline of sociology

Outline Syllabus
Specifically, the module will address the works of leading authors such as Marx, Weber, Durkheim, as well as the topics of Race and Gender. The chosen theoretical approaches will be considered in the context of particular sociological issues of the period, to include social divisions and the position of the intellectual.

Learning Outcomes	
Outcome Number	Description
01	a) Evaluate underlying concepts and principles associated with classical and modern sociological theories and interpret these in a theoretical and applied context; b) develop lines of argument and make sound judgements in line with basic theories and concepts of sociology.
02	Recognise and apply some of the main paradigms of sociological theory, including both microscopic and macroscopic approaches; and evaluate different theoretical approaches within sociology.
03	Communicate the results of your study accurately and effectively in writing with structure and coherent arguments.

Learning, Teaching and Assessment Strategy
The lectures will provide overviews of the core principles of sociology as a discipline (LO's 1, 2). Since this is a first year module, it is intended to introduce you, mainly through lectures but also through in-class discussions, to the main areas of the discipline in outline rather than in depth. This provides a basic grounding for sociology and non-sociology students. Discussions will allow such knowledge to be embedded, clarified and deepened. Once you have been given guidance on the overall issues through lectures, you will then deepen your knowledge through independent guided reading of relevant texts. Discussion in lectures allows you to explore concepts with each other and with the tutor. These layers of learning, practised weekly, are designed to encourage reflexivity with regard to theoretical concepts and to encourage you to draw on your own concerns and interests in applying such concepts (LO's 1, 2). Written work will assess the wider learning outcomes of the module and will also allow you to test your underlying grasp of concepts by applying them in a sustained way to one particular topic and getting detailed feedback on their application (LO3). Alongside the above tools, video and the use of interactive exercises within a virtual learning environment will be embedded in the module. Formative: Short, peer-assessed written test will allow reflection on main themes and allow students to assess the depth of their recall and understanding. Summative: Essay of up to 2500 words gives students an opportunity to engage with topics in depth with detailed written feedback

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	Essay (2500 words)	N/A	100%
Formative	Classroom test	Short question-based, written test, peer assessed	30 minutes	N/A

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.