1. **Title of the module**

SOCI7590 (SO759) The Sociology of Urban Life

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional module for

Social Sciences BSc

Criminal Justice and Criminology BA

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Possess a critical awareness of the emergence and development of urban studies as a distinctive sphere of social science enquiry

8.2 Demonstrate a critical understanding of why cities are crucial sites in the negotiation of identity and difference

8.3 Show a critical awareness of the significance of a social science perspective on the forms of order and disorder that characterise contemporary Western cities

8.4 Possess the ability to deploy specific social science techniques to describe and critically analyse the social life of urban spaces

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.2 Use enhanced communication skills, as evidenced through participation in seminars, essay writing skills and written answers in exams

9.2 Possess effective time management skills

9.3 Demonstrate advanced library investigation, critical debate and essay writing skills, as assessed though coursework

1. **A synopsis of the curriculum**

The module offers a broad overview of the changing socialities and conflicts in cities, from medieval to post-modern, alighting on a number of key arenas of social conflict and contestation. The module focuses primarily on the everyday life of Western cities, simultaneously noting the limitations of urban theories evolved in the metropolitan centres of the urban West.

The first half of the teaching presents broad theories of urban change, focusing on economic, cultural and political change in cities since the mid-20th century. Consumption is a particular focus. The second half of the teaching sessions focuses on particular groups in cities, including young people, ethnic minorities, homeless people and those with disabilities.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bridge, G., & Watson, S. (2010). *The Blackwell city reader*. John Wiley & Sons.

Bridge, G., & Watson, S. (Eds.). (2011). *The new Blackwell companion to the city*. John Wiley & Sons.

Lin, J. and Mele, C. (2005) *The Urban Sociology Reader* London, Routledge

Hubbard, P. (2008) *Key ideas in geography – the city* London, Routledge.

Mitchell, D. (2003) *The right to the city* New York, Guilford.

Tonkiss, F. (2007) *Space, the City and Social Theory* Oxford, Polity

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework – essay (3000 words) – 50%

Coursework - research report (2000 words) – 50%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X |  |  |
| Seminars | X | X | X | X | X |  | X |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay - 3000 words | X | X | X | X | X | X | X |
| Report - 2000 words | X | X | X | X | X | X |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

Students on the module are encouraged to develop a comparative approach to UK cities (e.g. the fieldwork assessment encourages students to analyse local shopping sites in relation to wider urban trends). Overall, the students develop an international approach to cities, focusing on contemporary Western cities (especially European and American), as evidenced in learning outcome 8.3. Some material from a more global perspective (e.g. Indian cities) is incorporated into teaching activities as appropriate.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 16/03/17 | Major | September 2017 | 1,8,9 | No |
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| Updated by SSPSSR into CMA compliant format November 2018 |