

BA (Hons) Sociology

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: BA (Hons) Sociology

Name of Interim Exit Award(s):

Certificate of Higher Education in Sociology

Diploma of Higher Education in Sociology

Duration of Programme: 3 years full-time

UCAS Code(s): L300

HECoS Code(s): (100505) Sociology

QAA Benchmark Group: Sociology

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Sociology

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

Sociology is a challenging subject, which offers illuminating insights into changes and continuities in our lives. This degree examines how societies are organised, how people are united and divided in different cultural and social arrangements, and how people view their societies and their identities. The programme aims to provide a challenging and flexible course of study that stimulates your independent thinking and curiosity about a wide range of social and cultural areas. Students on the course explore how and why sociology emerged as a discipline, its particular perspectives and methods for understanding societies, social processes and identities, and its difference from, and dynamic relationship with, other academic disciplines. They also gain an appreciation and a practical understanding of how sociological approaches and sociological knowledge differ from 'commonsense' understanding of the social world. They leave able to formulate sophisticated research questions, design social research projects and offer answers to the pressing social and cultural questions of age.

Programme entry requirements

A-level: BBB BTEC: DDM IB: 33 Points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

We do not assume that you have prior knowledge of Sociology and students with arts, social studies, humanities or science backgrounds are equally eligible for admission. Normally, you will be expected to have A level grades of BBB for admission. If you have any AS Levels that have not been continued to A Level or Advanced Higher, these will also be taken into account. These are a guide and we can admit applicants without A- levels if they have other evidence of ability – for example, successfully having completed an Access or Certificate module in a related area. We welcome mature students (aged over 21) with non-traditional educational backgrounds.

Aims of the programme

The programme specification is informed by Goldsmiths College's commitment to be pre-eminent in the field of social, cultural and creative processes, the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, Goldsmiths, University of London's Learning, Teaching and Assessment Strategy, and the Quality Assurance Agency Subject Benchmark Statement for Sociology. The programme specification is also informed by the Department of Sociology's internal learning, teaching and curriculum review processes, and by its undergraduate module guides and student handbooks.

The BA (Hons) Sociology degree programme is a full-time, three year programme of study that has the aims of enabling you to acquire, develop and apply:

- knowledge and understanding of modern societies and their development, social institutions, social and cultural processes and identities, and patterns of social inequality, diversity, and stratification;
- critical thinking informed by diverse and challenging sociological theories, methods, evidence, conceptual approaches and arguments. This will broaden and deepen your sociological knowledge and understanding of the social world and contemporary social life;
- practical skills and confidence in social research, analysis, evaluation, argument and debate, communication, critical reading and writing.

The programme aims to provide a challenging and flexible module of study that stimulates your independent thinking and curiosity about a wide range of social and cultural areas. You will explore how and why sociology emerged as a discipline, its particular perspectives and methods for understanding societies, social processes and identities, and its difference

from, and dynamic relationship with, other academic disciplines. You will gain an appreciation and a practical understanding of how sociological approaches and sociological knowledge differ from ‘commonsense’ understanding of the social world.

The first year of the programme has the aim of introducing you to a variety of social and cultural theories, methods and debates which will provide a foundation from which you can explore more advanced theoretical and specialist areas in your second and third years. Many of these areas are at the forefront of current sociological discipline and taught by nationally and internationally recognised specialists. During the programme you will have the opportunity to study topics as diverse as globalization and politics, transformations of the modern city, the emergence of new scientific and information technologies, environmental politics, health and psychiatry, politics and philosophy, sexuality and gender, race, ethnicity and culture, childhood, the body and emotions.

Sociology at undergraduate level is a challenging subject. The Sociology programme will assist you in developing your skills and gaining experience in critical reading; reasoning; interpreting, analysing and evaluating contending or complex theories, data or other bodies of evidence; formulating your own sociological or sociologically-informed arguments and presenting them verbally and in written form; collecting, selecting and analyzing relevant information from a variety of sources, including electronic sources; and independently undertaking your own social research project.

What you will be expected to achieve

Each component (compulsory and options module and dissertation) of this programme has its own written learning outcomes and related methods of assessment that complement the overall learning outcomes of this programme. Students who successfully complete the first year of the programme and choose to exit with the award of the Certificate of Higher Education in Sociology will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Acquire literacy in the key concepts and theoretical approaches that characterise core sociological traditions.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
A2	Develop an understanding of the relationship between individuals, groups and social institutions.	Culture and Society. Modern Knowledge, Modern Power.

Code	Learning outcome	Taught by the following module(s)
A3	Understand of the crucial role of culture in social life.	Culture and Society. Modern Knowledge, Modern Power.
A4	Demonstrate a basic ability to apply sociological ideas in the analysis of everyday social life;	Culture and Society. Critical Readings: The Emergence of Sociological Rationality.
A5	Understand the various types of social processes that drive social change.	Critical Readings: The Emergence of Sociological Rationality. Culture and Society. Modern Knowledge, Modern Power.
A6	Appreciate distinctive character of sociological knowledge in relation to other knowledge claims about the world, learning place of sociology within a broader spectrum of academic disciplines.	Critical Readings: The Emergence of Sociological Rationality. Researching Society and Culture 1.
A7	Discover the Enlightenment philosophical background to sociological forms of thinking; the rise of sociology as a core discipline of the social sciences from the nineteenth century; the basis and distinctive nature of 'the sociological imagination'.	Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power.
A8	Learn the importance of quantitative methods and data to social research, what social problems require quant methods, how quants are involved in framing sociological problems.	Researching Society and Culture 1.
A9	Develop a familiarity with key debates concerning sociological knowledge-production and the way that these inform sociological methods.	Researching Society and Culture 1.
A10	Develop and employ a practical understanding of the relations between the sociological research process, research problems and questions of research design.	Researching Society and Culture 1.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Learn how to critically read, dissect and engage with an academic text.	Critical Readings: The Emergence of Sociological Rationality.
B2	Learn how to read, interpret and respond to a set essay question.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
B3	Apply the appropriate methodological approaches to different types of sociological question.	Researching Society and Culture 1.
B4	Communicate key sociological concepts and theories effectively in a coherent written and verbal form.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
B5	Locate, assemble and interpret appropriate information from a range of resources in order to inform sociological research.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
B6	Experience problem solving in groups.	Researching Society and Culture 1.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Recognise the limitations of elementary or general arguments based on specific or local situations.	Researching Society and Culture 1.
C2	Acquire basic skills in computer-assisted methods in social research.	Researching Society and Culture 1.
C3	Acquire a basic understanding of research design and how to convert this knowledge into a research proposal.	Researching Society and Culture 1.
C4	Appreciate the pertinence or, and difference between quantitative and qualitative research methods.	Researching Society and Culture 1.
C5	Develop an ability to compare and contrast arguments and ideas across a	Critical Readings: The Emergence of Sociological Rationality.

Code	Learning outcome	Taught by the following module(s)
	range of thinkers and writers, and an ability to identify the historical context of these arguments.	
C6	Differentiate between statements of opinion and statements grounded in scholarly rigour.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power.
C7	Learn how to develop an argument about a specific problem against the background of pre-existing and competing sociological arguments.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power.
C8	Recognise the relevance of sociological knowledge to public, political and economic debates.	Culture and Society. Modern Knowledge, Modern Power. Researching Society and Culture 1

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Learn how to sensitively engage with differences of opinion and alternative truth claims grounded in different experiences and interests of diverse individuals.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
D2	Develop an ability to contribute to oral discussion of sociological thought and social problems.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
D3	Acquire a familiarity with the key resources for locating answers to social scientific questions as well as how to use them.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
D4	Independently manage workloads and submit work to a deadline.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.

Code	Learning outcome	Taught by the following module(s)
D5	Learn how to structure an academic essay, including managing word counts and bibliographies.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power.
D6	Appreciate the importance of academic citations and the ways in which these ought to be written.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
D7	Literacy in the use and application of information technologies.	Researching Society and Culture 1.
D8	Engage in further training and the development of new skills with in an institutional environment.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.
D9	Demonstrate social skills in collaborative team working.	Culture and Society. Critical Readings: The Emergence of Sociological Rationality. Modern Knowledge, Modern Power. Researching Society and Culture 1.

Students who successfully complete the first and second year of the programme and choose to exit with the award of the Diploma of Higher Education in Sociology, in addition to the learning outcomes above, will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Examine sociological knowledge in relation to issues of fact and value, objectivity and subjectivity, power, difference and ethics.	Central Issues in Sociological Analysis. Philosophy and Methodology in Sociological Research. Researching Society and Culture 2.
A2	Employ analytical tools from different traditions in sociology to examine the empirical social world.	Central Issues in Sociological Analysis Researching Society and Culture 2.
A3	Demonstrate a historical understanding of the conditions and processes that	Making of the Modern World.

Code	Learning outcome	Taught by the following module(s)
	contributed to the emergence of the modern state.	
A4	Acquire knowledge and critical understanding of well- established concepts and their relevance to Sociology.	Central Issues in Sociological Analysis; Philosophy and Methodology in Sociological Research; Researching Society and Culture 2; Culture and Communication.
A5	Develop a literacy in the diversity of theoretical approaches used within contemporary sociology; their conceptions of historical processes, social action and interaction, self- and personal identity; their conceptualizations of the relationships between individuals, social structures and social processes.	Central Issues in Sociological Analysis. Philosophy and Methodology in Sociological Research. Researching Society and Culture 2.
A6	Evaluate and be able to reliably challenge received sociological opinion.	Central Issues in Sociological Analysis; Philosophy and Methodology in Sociological Research; Researching Society and Culture 2; Sociology of Culture and Communication; Making the Modern World.
A7	Develop an ability to apply fundamental sociological principles and concepts outside the teaching context in which they were initially introduced.	Central Issues in Sociological Analysis; Philosophy and Methodology in Sociological Research; Researching Society and Culture 2; Sociology of Culture and Communication; Making the Modern World.
A8	Evaluate the strengths and weaknesses of different methodological traditions and discern the appropriate application of different approaches to solving sociological research problems.	Philosophy and Methodology in Sociological Research. Researching Society and Culture 2.
A9	Show understanding of how research is conducted as a process (in different stages) including how research questions are generated, how data are collected and analysed, and how conclusions are	Philosophy and Methodology in Sociological Research. Researching Society and Culture 2.

Code	Learning outcome	Taught by the following module(s)
	reached on the basis of empirical research.	
A10	Acquire knowledge of the challenges and practicalities encountered when conducting small scale sociological investigations	Researching Society and Culture 2.
A11	Demonstrate an informed and critical understanding of social divisions within societies;	Central Issues in Sociological Analysis.
A12	Have an informed and critical appreciation of key political and philosophical thinkers that have influenced sociology.	Philosophy and Methodology in Sociological Research. Making the Modern World.
A13	Gain a critical appreciation of classical debates and contemporary interventions in questions of knowledge and science.	Philosophy and Methodology in Sociological Research. Researching Society and Culture 2.
A14	Have acquired a sociologically informed knowledge of the spread of global media.	Sociology of Culture and Communication.
A15	Demonstrate an introductory critical appreciation of sociological issues from a local and global perspective.	Sociology of Culture and Communication.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop specific knowledge of quantitative and qualitative research methods and data analysis.	Researching Society and Culture 2.
B2	Think critically about the sociological theory encountered in sociological or other research, and in public discourse.	Researching Society and Culture 2.
B3	Display scholarly aptitude and fluency in discussing and evaluating appropriate reading from a range of sources.	Central Issues in Sociological Analysis. Philosophy and Methodology in Sociological Research. Researching Society and Culture 2. Sociology of Culture and Communication. Making the Modern World.

Code	Learning outcome	Taught by the following module(s)
B4	Attain an ability to critically evaluate a range of methodological skills and to deploy key sociological techniques effectively.	Philosophy and Methodology in Sociological Research. Researching Society and Culture 2.
B5	Locate, assemble and interpret appropriate information from a range of resources in self-directed learning.	Central Issues in Sociological Analysis. Philosophy and Methodology in Sociological Research. Researching Society and Culture 2. Sociology of Culture and Communication. Making the Modern World.
B6	Locate, assemble and interpret appropriate information from a range of resources in self-directed learning.	Central Issues in Sociological Analysis. Philosophy and Methodology in Sociological Research. Researching Society and Culture 2. Sociology of Culture and Communication. Making the Modern World.
B7	Confidently develop independent thinking and clear self-expression and be able to make reliable critical evaluations in accordance with fundamental sociological theories.	Central Issues in Sociological Analysis. Philosophy and Methodology in Sociological Research. Researching Society and Culture 2. Sociology of Culture and Communication. Making the Modern World.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Gather, evaluate and synthesise complex empirical data and information with both quantitative and qualitative methods.	Researching Society and Culture 2.
C2	Apply knowledge of the ethical aspects and implications of social research.	Researching Society and Culture 2.
C3	Demonstrate skills in different styles of methodological writing, including the description and critical evaluation of methodological approaches and practices.	Philosophy and Methodology in Sociological Analysis. Researching Society and Culture 2.

Code	Learning outcome	Taught by the following module(s)
C4	Develop a comparative approach to different forms of power associated with different forms of political organization.	Making of the Modern World
C5	Apply critical based on knowledge of historical methods in sociological analysis.	Making of the Modern World.
C6	Relate key debates about ontology to understandings of epistemology and concomitant methods.	Philosophy and Methodology in Sociological Analysis. Researching Society and Culture 2.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Information retrieval skills in relation to primary and secondary sources of information.	Researching Society and Culture 2.
D2	Formulating a research design with a clear rationale, using propositional language.	Researching Society and Culture 2.
D3	Develop advanced IT skills for analysing empirical data.	Researching Society and Culture 2.
D4	Formulate ideas based on the analysis of basic statistical and numerical data.	Researching Society and Culture 2.
D5	Have developed an ability to communicate effectively and develop professional relationships.	Culture and Communication. Central Issues in Sociological Analysis. Making of the Modern World. Philosophy and Methodology in Sociological Research. Researching Society and Culture 2.
D6	Demonstrate competency in personal responsibility and decision-making.	Culture and Communication. Central Issues in Sociological Analysis. Making of the Modern World. Philosophy and Methodology in Sociological Research. Researching Society and Culture 2.
D7	Increase powers of verbal and written expression and presentation.	Culture and Communication. Central Issues in Sociological Analysis. Making of the Modern World. Philosophy and Methodology in

Code	Learning outcome	Taught by the following module(s)
		Sociological Research. Researching Society and Culture 2.

By the end of the programme, in addition to the outcomes above, a typical student engaging fully in the BA (Hons) Sociology programme modules and activities, should be able to demonstrate the following knowledge and skills:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop a fluency in the key theories, theoretical insights and concepts, changing paradigms and debates that have informed sociological discipline from the nineteenth century up to the 21st century.	Confronting Climate Crisis. Identity and Contemporary Social Theory. Options modules. Dissertation.
A2	Appreciate diversity of theoretical approaches used within sociology to understand social structures and institutions, social processes, and social change; their conceptions of historical processes, social action and interaction, self- and personal identity; their conceptualizations of the relationships between individuals, social structures and social processes.	Confronting Climate Crisis. Identity and Contemporary Social Theory. Options modules. Dissertation.
A3	Understand the importance and influence of culture and cultural processes for contemporary sociology, including the relationships between culture, citizenship, politics, science and technology in understanding many contemporary social processes.	Issues in Contemporary. Identity and Contemporary Social Theory. Society Options modules. Dissertation.
A4	Understand the full diversity, and relevance of research methods, research techniques and methods of data analysis used in sociology. This includes the research process, developing research problems, research design, assessing the relative strengths and weaknesses of	Dissertation.

Code	Learning outcome	Taught by the following module(s)
	particular research methods for particular research problems, the practical application of research design strategies and methods and real world practical and ethical issues in social research.	
A5	Enhance knowledge of the variety of substantive and specialist themes, concepts and topics in contemporary sociology, from social and economic inequalities through urbanization and the city through law and ethics to social movements; technology; health and the body.	Options modules. Dissertation.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse, evaluate, judge and synthesise complex texts, theories and empirical evidence.	Confronting Climate Crisis. Identity and Contemporary Social Theory. Options modules. Dissertation.
B2	Recognise, understand, explain and apply a sociological argument, concept or major idea, making links between, or compare and contrasting ideas across a range of thinkers and writers.	Confronting Climate Crisis. Identity and Contemporary Social Theory. Options modules. Dissertation.
B3	Apply theoretical and methodological approaches and concepts to specific or different problems or issues.	Confronting Climate Crisis. Identity and Contemporary Social Theory. Options modules. Dissertation.
B4	Interpret, evaluate and assess the characteristics, strengths and weakness of theories and empirical evidence, including empirical data created by yourself or others.	Confronting Climate Crisis. Identity and Contemporary Social Theory. Options modules. Dissertation.
B5	Increase independent and critical thinking, including developing original ideas in relation to the material being studied.	Confronting Climate Crisis. Identity and Contemporary Social Theory. Options modules. Dissertation.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Acquire the ability to independently design, plan, execute and write up a criminological dissertation.	Dissertation
C2	Develop an ability to open up very specific and original areas of everyday life to sociological questioning.	Option Modules; Dissertation.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Gather data, synthesise data and make complex arguments.	Modern Knowledge/Modern Power; Policing the State; Criminological Imaginations I and II; Making of the Modern World; Criminal Justice in Context; Crimes Against Humanity. Forensics and the Social; Option Modules; Dissertation
D2	Critically interrogate and assess arguments.	Modern Knowledge/Modern Power; Policing the State; Criminological Imaginations I and II; Making of the Modern World; Criminal Justice in Context; Crimes Against Humanity. Contemporary Issues in Criminology; Option Modules; Dissertation
D3	Describe and evaluate strategic dynamics regarding groups, organisations and social forces.	Modern Knowledge/Modern Power; Policing the State; Criminological Imaginations I and II; Making of the Modern World; Criminal Justice in Context; Crimes Against Humanity. Contemporary Issues in Criminology; Option Modules; Dissertation
D4	Develop groundwork skills, including communicating, negotiating and working with people from diverse backgrounds.	Modern Knowledge/Modern Power; Policing the State; Criminological Imaginations I and II; Making of the Modern World; Criminal Justice in Context; Crimes Against Humanity. Contemporary Issues in Criminology; Option Modules; Dissertation

Code	Learning outcome	Taught by the following module(s)
D5	Advance presentation skills, including skills in preparation.	Modern Knowledge/Modern Power; Policing the State; Criminological Imaginations I and II; Making of the Modern World; Criminal Justice in Context; Crimes Against Humanity. Contemporary Issues in Criminology; Option Modules; Dissertation
D6	Develop your ability to plan, design, manage and complete an independent project.	Dissertation
D7	Refine time management skills, including planning and organisation of individual work.	Modern Knowledge/Modern Power; Policing the State; Criminological Imaginations I and II; Making of the Modern World; Criminal Justice in Context; Crimes Against Humanity. Contemporary Issues in Criminology; Option Modules; Dissertation
D8	Extend information technology skills.	Modern Knowledge/Modern Power; Policing the State; Criminological Imaginations I and II; Making of the Modern World; Criminal Justice in Context; Crimes Against Humanity. Contemporary Issues in Criminology; Option Modules; Dissertation

How you will learn

The Sociology Department provides a variety of teaching and learning methods and strategies which are focused on developing your knowledge and understanding of Sociology.

Theoretical compulsory module teaching across all three years is based on a combination of weekly lectures/presentations and seminars. The main aim of the lecture is to introduce key writers, theories, debates, themes, concepts, and social and historical context in a structured and succinct way. A lecture enables you to acquire concise knowledge and stimulate your thinking about a particular topic, while a lecture block or module enables you to situate, contextualise and relate weekly themes. A variety of lecturing styles is used, from 'instructional' lectures followed by student questions, the use of audio-visual material or demonstration of statistical software, to more participatory approaches that can combine several shorter lecture periods with discussions or exercises.

Seminars and weekly tutor office hours are central to undergraduate teaching and learning methods in the Department. The main aim of the seminar class is to enable you to explore in greater depth and detail specific lecture themes and topics, relate these to other lectures, modules, and writers, and relate them to your own reading and ideas. The seminar aims to reinforce knowledge you have gained through lectures and independent reading; relate lecture material to empirical examples that will facilitate and enhance your understanding of lecture material; and employ diverse groupwork methods and exercises that extend your knowledge and understanding of the lecture themes. You are expected to produce regular non-assessed written work for your tutor and make at least one class presentation during each year. Non-assessed assignments, presentations and tutorial feedback enable you to expand and demonstrate your knowledge and understanding of an area, develop your own arguments in relation to the literature, and develop your study, writing and presentation skills.

Research methods compulsory module teaching in the first and second year is based on lectures/presentations and dedicated weekly research methods seminars / workshops. Research dissertations teaching (third year) is based on dedicated dissertation workshops, and individual dissertation supervision during office hours.

Options modules (second and third year) are taught by a combination of weekly lectures followed by seminars, plus one office hour per week typically attached to each option module.

Guaranteed weekly office hours for both the compulsory and options modules supplement and are intended to reinforce the above learning and teaching methods.

Teaching relevant to the learning outcomes is initiated in two of the four first year theory compulsory modules: Critical Readings: the emergence of sociological rationality, and Modern Knowledge, Modern Power (1-3). The Critical Readings module begins with the eighteenth century philosophical background to sociological discipline, continuing within a detailed examination of key original texts of formative sociology, and concluding with an examination of more recent sociological texts. One aim of this module is that, through focused analysis of original texts, you will be exposed to diverse examples of 'the sociological imagination'. Modern Knowledge, Modern Power parallels Critical Readings but places a stronger emphasis on classical (nineteenth-century) and more recent sociological theories of stratification, social structure, historical processes, power and social conflict. Culture and Society, is primarily based on examination of key contemporary theoretical concepts, most of which are situated at the interface between sociology and cultural theory (2-4). Both Critical Readings and Culture and Society examine the relationship between sociology, science and modern forms of reasoning (5). The compulsory module Researching Society and Culture 1A/1B provides an historical background to statistical social science and moves on to examine a variety of social research methodologies and

methods (6). The workshops for this module, which are continued in a similar way throughout the second year, have the aim of enabling you to practically explore specific research methods through structured exercises and real world examples. You will apply research methods to specific research problems and critically analyse how others have conducted their social research.

The second year core curriculum focuses on more advanced and contemporary areas in sociological theory (Central Issues in Sociological Analysis) and relates some of these areas to methodological applications (for example, semiology, structuralism and poststructuralism) (2-3). The compulsory module Sociology of Culture and Communication focuses on the analysis of cultural processes from within a sociological framework (4). The second year compulsory module on the Philosophy and Methodology of the Social Sciences systematically surveys older and more recent debates on the nature of sociological knowledge and method, including approaches that question the foundations of sociological method (5). The compulsory module, The Making of the Modern World focuses on substantive themes (such as the nation-state and nationalism) and more recent theorists that are relevant to understanding key institutional forms and processes within modern societies (3, 7). The compulsory research methods module, Researching Society & Culture 2A/2B, introduces new research techniques (such as focus groups and discourse analysis) and more advanced methods of data analysis. You will continue to focus on critical analysis of published research, including applying your knowledge about methods to both assess other research and develop your ideas into a research proposal. One aim of this module is to prepare you for the independent social research you will do for your third year dissertation (6).

You will choose two options modules in the second year which will enable you to explore specialist areas in sociology (7). The options choices and their learning outcomes are tailored to second year students. The modules emphasise specific empirical areas (for example sexuality, medicine, race and ethnicity in the UK, gender) together with theoretical approaches and concepts that are important in analysing them (3).

During the third year you will advance your specialist interests by choosing four options modules (7) while also engaging at an advanced level with contemporary theoretical areas in the two theory compulsory modules (for example, ethics, postmodern sociology, technology, the body) (2-3). The third year options modules also emphasise more advanced theoretical perspectives. These modules encourage the application of a variety of theoretical approaches in analysing a substantive theme (for example, the city,

law and ethics, globalization, science and technology, racism). The compulsory dissertation enables you to plan, design and undertake an independent piece of social research (6) through which you can demonstrate a variety of skills and abilities.

How are thinking skills taught?

The development and enhancement of thinking (cognitive) skills and abilities is encouraged across the programme. The tutorial teaching system in the foundation and subsequent years encourages the development of 1-4 above, and the development of 2 is addressed in the Critical Readings first year compulsory module. In the compulsory theory modules across all three years, you will be exposed to a wide range of sociological arguments, cultural theories, debates and contending theoretical and methodological approaches. You will be expected to develop your skills in recognising the nature and boundaries of specific sociological arguments, and develop your skills in evaluating, analyzing and combining general theories or approaches with other theories or examples (2-5). Most set tutorial class exercises associated with compulsory modules enable you to interpret and apply general approaches to empirical cases, or to compare, contrast and evaluate different theories, arguments and data. In the first and second year research methods module and workshops, you will be analysing, assessing and making judgements about other published research; you will also be applying general research methodologies to specific research problems (3-5). Most options modules reflect a mix of theoretical and empirical material and encourage you to make links between these areas. You are also expected to make connections between the option modules and the theories you have learned about in your compulsory modules. Your tutors will be encouraging you to develop critical and independent approaches to the material you are studying. In undertaking your third year dissertation, you will be expected to develop and demonstrate original perspectives in your chosen area (6).

How are transferable skills taught?

The tutorial system addresses the development of 1-7 from the start of the programme. All modules require you to read, analyse and critically evaluate arguments, judgements, ideas and evidence; work independently on your coursework; regularly produce written work; actively participate in groupwork activities in the tutorial system; and contribute to options module seminar discussions. You will be expected to manage your timetable and your assessed and non-assessed coursework within the context of college, departmental and tutorial deadlines (9). All second year students have to independently formulate a proposal for a research project, and all third year students have to undertake and submit an independent research project (8). Coursework, assessed or otherwise, is expected to be word-processed and you will be strongly encouraged to attend College computer, IT and library induction modules (10). For several options modules and for your third year dissertation, you will be expected to make use of the Department's Learning and Teaching material on the College intranet, Web-based search engines, and CD-ROM based information retrieval and research facilities (1, 10). Introductory statistical methods, including using SPSS, are integrated into the first year research methods module (11-12).

How you will be assessed

The Department uses several methods for examining the work of students that are appropriate for the programme and its learning outcomes.

First year compulsory theory modules are assessed by combination of course work and seen examination paper. Second year compulsory theory modules are each assessed by unseen three-hour examination paper. Third year compulsory theory modules are assessed by a three-hour seen examination paper.

The assessment for first year Critical Readings involves coursework and an examination; the latter feature is based on identifying and undertaking a detailed critical analysis of anonymised extracts of philosophical and sociological texts; other compulsory theory modules are assessed by more conventional question-based examinations.

The first year research methods compulsory module is assessed by two items of coursework: SO51005A is based on critical assessment of published research and SO51006A requires that the students undertake a secondary data analysis of an existing electronic dataset using SPSS. The second year research methods compulsory module is assessed by two items of coursework: SO52083A is based on the evaluation of research design, data analysis; and SO52084A is based on the design of an empirical research project.

Second and third year options modules are assessed through coursework. For second year options, modules are either assessed by submitting a 2 x 1,750 word assignments or a 1 x 3,500 word assignment. Third year options modules are assessed by 1 x 4,500 word assignment. In addition, learning outcomes for specific options modules may require you to submit additional non- assessed work, or encourage the use of ethnographic observation or a small scale documentary analysis to enable you to develop and apply your own independent and critical perspectives. The third year dissertation is assessed through the submission of 1 x 8,000 word dissertation. You will also be expected to regularly produce formative written coursework in all compulsory theory and research methods modules; participate in group work and exercises; and discuss your assessed coursework topics with your tutor or options module convenor. The tutorial system and compulsory and options module office hours are the key ways in which you will get detailed individual feedback on your progress, and advice and guidance on areas for further improvement. You will be given feedback verbally and in written form on non-assessed coursework

How are thinking skills assessed?

Your progress and development during the degree will include 1-6 above as key points of reference. Assessments for both coursework and examinations include criteria regarding

your original thinking about a subject, formulating and presenting a clear argument, interpreting module material and reading in your own words, using sources and evidence to back up your argument, and your powers of analysis and evaluation. The grading system used for assignments and examinations differentiates between simply presenting material from your reading, and adopting an analytical approach to that reading based on a clearly formulated argument. Assessment for the first and second year research methods compulsory modules are similarly based on your ability to make judgements about other research or data, and present alternative interpretations. An original, independent approach to generating a research problem and a novel approach to combining theoretical and empirical areas is important in the assessment of third year dissertations.

How are transferable skills assessed?

Coursework assessment requires you to develop skills in essay planning and organisation, retrieving and selecting information from a variety of sources, bibliography, citation and referencing, clarity of expression and presentation. While not all of the above transferable skills are explicitly assessed, you are expected to think about and develop these skills in order to fully participate in the programme. For example, thinking about your groupwork skills would be essential if you want to take full advantage of tutorials. You will get feedback on non-assessed coursework from your tutors (1-3); similarly, your tutors will advise you on other areas for which you might require further support (4-7). The dissertation assesses your ability to plan and undertake a sustained and independent project, and to express clearly and in a structured way your ideas (8-9). Word-length criteria apply formally to all assessed coursework (2).

The marking criteria for examined coursework, seen and unseen exams and dissertations are:

- The extent to which the specified module learning outcomes have been achieved
- The originality, ambition, scope and relevance of the written work in terms of the topic being addressed
- The structure and form of the writing
- The presentation of the work in terms of attention to clarity of expression, clear print/handwriting, spelling and punctuation.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Students will demonstrate an outstanding and highly advanced application and understanding of theoretical or

Mark	Descriptor	Specific Marking Criteria
		methodological areas, and an original, critical and sophisticated approach.
70-79%	1st: First (Excellent)	A first class performance demonstrating an excellent application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. At the higher end of the scale, students will demonstrate an advanced or sophisticated understanding and application of theoretical or methodological areas in critical, original and independent ways in relation to the module learning outcomes.
60-69%	2.1: Upper Second (Very good)	A mark of 60-69% is awarded when candidates show consistency and fluency in discussing and evaluating appropriate reading from a range of sources (or bringing a range of reading to bear on analysis of an area). They will demonstrate an ability to relate this reading clearly to the examination/coursework topic and to structure their own essay. They will clearly have understood, assimilated and responded to the relevant literature. The written submission will demonstrate the effective application of appropriate knowledge, understandings and skills specified in the module learning outcomes.
50-59%	2.2: Lower Second (Good)	A mark of 50-59% is awarded when there is evidence of knowledge and understanding, but where there is limited development of ideas and critical comment. The written submission will demonstrate an overall satisfactory application of knowledge, understandings and skills specified in the module learning outcomes. There will be reference to relevant reading, though not necessarily critical evaluation. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field and the point of the question.
40-49%	3rd: Third (Pass)	A mark of 40-49% is awarded when a candidate provides some evidence that they have read recommended texts but shows that their understanding is limited or contradictory, and organisation of the essay is inadequate. The written work will demonstrate that the majority of the appropriate module learning outcomes are achieved to a satisfactory level. However, the point of the question is not fully grasped or knowledge for responding to the question is lacking. There is no critical evaluation of reading.

Mark	Descriptor	Specific Marking Criteria
25-39%	Fail	A mark of 35-39% is awarded when there is some recognition of the question, but knowledge or understanding for responding to the question is lacking. The majority of the module learning outcomes are achieved from a poor to a satisfactory level. There is confusion and incoherence and unfocused comment on the literature. A mark of 30-34% is awarded when the majority of the module learning outcomes are not achieved. There is some recognition of the question but no clarity and no evidence of sufficient knowledge or understanding to respond to it. A mark of 29% or below is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the question nor of how it might be responded to.
10-24%	Bad fail	A mark of 10-24% is awarded when the vast majority of the module learning outcomes are not achieved and there is no recognition of the question nor of how it might be responded to.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The BA (Hons) Sociology programme is organised according to a credit based system. A single term module, and all options modules, have the value of 15 CATS; a two-term module and the Sociology dissertation have the value of 30 CATS. Over the three years of the programme, you will take 360 CATS. In the second year, you will select 2 options modules, and in the third year you will select 4 options modules. Assessment during the first year is through seen exam papers and submitted coursework. During the second year, your progress is assessed by unseen exam papers for the compulsory modules, and by submitted coursework for each of your options modules. During the third year, you progress is assessed by seen exam papers for the compulsory modules, submitted coursework for each of your options modules, and an 8,000 word research dissertation.

Year 1 - Foundation year

The aims of the first year are to provide a foundation in sociological concepts and debates,

social and cultural theory, and research methods. The first year consists of four compulsory modules.

Critical Readings: The Emergence of a Sociological Imagination

In this module, students learn to critically read, analyse and discuss a number of original texts in philosophy and social theory and engage with key thinkers who have influenced the development of sociology.

Modern Knowledge, Modern Power

This module aims to provide students with a grounding in the analysis of social structures and institutions, social relations and forms of social stratification and power in modern societies. It introduces both classical and contemporary perspectives on the relation between power and social organisation.

Culture and Society

This module takes a theme and topic based approach to the study of the interface between social and cultural processes. It engages with key themes, such as education, the city, language, meaning, gender and sexuality.

Researching Society and Culture 1A+1B

This is a practically oriented module that provides an introduction to a variety of processes and research methods for the investigation of social life. The emphasis is on the relationship between the research process and research problems, questions of research design and an introduction to a variety of qualitative and quantitative methods.

Year 2 – Introducing specialisms

The second year aims to build on the foundational areas encountered in Year 1 while introducing staff research specialisms partly into the compulsory modules and directly through options modules. Through their options module choices, students are enabled to explore and develop their own interests.

Compulsory modules

Central Issues in Sociological Analysis

This module enables students to explore in further depth the classical tradition in social theory, and introduces students to more recent theoretical approaches.

The Making of the Modern World

This module focuses on the historical processes that shaped the development of modern societies, nationalism and the nation- state, democratisation, the welfare state and new forms of power, fascism and imperialism.

Philosophy and Methodology of the Social Sciences

This module examines the relationship between theory and methodology in social analysis and research, and engages with both classical debates and contemporary interventions in questions of knowledge and science, interpretation and meaning, politics and values, power and difference.

Sociology of Culture and Communication

This module focuses on the analysis of cultural processes from within a sociological framework, and examines key issues of language, communication, popular culture and subculture, the media, globalisation and cultural diversity.

Researching Society and Culture 2A+2B

This module builds on theories and methods in social research examined during the first year and introduces more advanced methods in social research and data analysis.

Optional modules

The range of second year options modules is subject to slight change from year to year, but the following is an indicative list.

Social Change and Political Action
Disability: Power, Embodiment and 'Normality'
Culture, Representation and Difference
Leisure, Culture and Society
Food and Taste
Sex, Drugs and Technology
Law and Contemporary Society
London
Religion, Crime and Law
Crimes Against Humanity

Year 3 – Developing specialisms and independent approaches

The third year module combines advanced compulsory modules in contemporary social theory, a compulsory dissertation and an expanded number of options module choices.

Compulsory modules

Confronting Climate Crisis, Identity & Contemporary Social Theory and Sociology Dissertation

In undertaking the dissertation, students work under the supervision of a personal tutor with the aim of developing and completing a sustained and independent investigation of a social research problem or area and submit this as an 8,000 word dissertation.

Optional modules

Students select 60 CATS of optional modules. The range of third year options modules is subject to slight change from year to year, but the following is an indicative list.

Sociology Work Placements
Analysing the Complexity of Contemporary Religious Life
Race, Racism and Social Theory
Thinking Animals
Visual Explorations of the Social World
Privacy, Surveillance and Security
Law, Identity & Ethics
Globalisation, Crime and Justice
Crimes of the Powerful
Migration, Gender & Social Reproduction
Global Development and Underdevelopment
Citizenship and Human Rights
Practising Urban Ethnography
Childhood Matters
Why Music Matters for Sociology
Subjectivity, Health and Medicine
Crime, Control and the City
Prisons, Punishments and Society

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Culture and Society	SO51004A	30	4	Compulsory	1-2

Module Title	Module Code	Credits	Level	Module Status	Term
Researching Society and Culture IA	SO51005A	15	4	Compulsory	1
Researching Society and Culture IB	SO51006A	15	4	Compulsory	2
Modern Knowledge/Modern Power	SO51003A	30	4	Compulsory	1-2
Critical Readings: The Emergence of the Sociological Imagination 1A	SO51008A	15	4	Compulsory	2
Critical Readings: The Emergence of the Sociological Imagination 1B	SO51009A	15	4	Compulsory	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Central Issues in Sociological Analysis	SO52001A	15	5	Compulsory	2
Sociology of Culture and Communication	SO52004B	15	5	Compulsory	2
Researching Society and Culture IIA	SO52083A	15	5	Compulsory	1
Researching Society and Culture IIB	SO52084A	15	5	Compulsory	2
Philosophy and Methodology of the Social Sciences	SO52003A	15	5	Compulsory	1
The Making of the Modern World	SO52002A	15	5	Compulsory	1
Optional Modules to the value of 30CATS	Various	30	5	Optional	1,2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Confronting Climate Crisis	SO53021C	15	6	Compulsory	1
Identity & Contemporary Social Theory	SO53022B	15	6	Compulsory	2
Dissertation	SO53001A	30	6	Compulsory	1-2
Optional Modules to the value of 60CATS	Various	60	6	Compulsory	1-2

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching

are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

Students graduating from the BA (Hons) Sociology programme move on to a range of careers and employment areas, including the public and voluntary sector, the culture and media industries, marketing and corporate communications, arts administration, social research, teaching, and postgraduate study in sociology, media, cultural studies and related fields.

What transferable skills should I expect to develop?

In your time at Goldsmiths, University of London, you will have the opportunity to develop a wide range of skills (through modules and student activities) which will be valuable in future employment. Within the BA Sociology programme, you will be encouraged to develop a range of transferable skills across the whole curriculum. You will learn to reflect on your and other opinions, arguments and approaches with the aim of understanding how you can develop your own sociological arguments. You will also have a variety of opportunities to develop your skills in planning and organising your time and managing your coursework, developing your study, research and writing skills, presenting your ideas to other people, working collaboratively, listening and responding constructively to the ideas and opinions of others, analysing problems and presenting solutions on your own or in negotiation with other people, and learning to work and negotiate with people from backgrounds, experiences and opinions that may be very different to yours.

In addition, you will be expected to develop:

- Reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources

- Your ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources
- Your powers of verbal and written expression and presentation
- Your ability to work on your own initiative; including learning about areas or methods for motivating yourself
- Group-work skills, including communicating, negotiating and working with people from diverse backgrounds
- Your ability to make judgements about the basis of different opinions, evidence, and claims
- Presentation skills, including skills in preparation
- Your ability to plan, design, manage and complete an independent project
- Time management skills, including planning and organisation of your own work
- Information technology skills
- Skills in computer-assisted methods in social research
- Skills in basic statistical methods and numeracy

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules

- “Compulsory” – which must be taken as part of the degree
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

Progression

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students must normally pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).