

School of Law, Politics & Sociology

**SOCIOLOGY
UNDERGRADUATE
HANDBOOK**

2012 - 2013

US

University of Sussex

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WELCOME TO SOCIOLOGY AT SUSSEX

Welcome to Sociology at Sussex. We are very pleased you have decided to come here and hope you have an enjoyable and fulfilling time over the next three or four years!

This handbook is a guide for sociology undergraduate students starting at Sussex but should be useful throughout your time here. Read this information during your first weeks, and keep it somewhere there you can refer to it in future.

You will also find the university web pages and our department site at www.sussex.ac.uk/sociology contains a lot of information that you will find helpful.

Throughout the first year, we aim to make sure there will be plenty of other occasions on which we will introduce ourselves to you and offer you help on things like essay writing, taking notes in lectures, and discussing your modules within your degree. In particular your 'academic advisor' should be your first point of contact for academic issues. You will be able to see their consultation times online and posted on their doors in the department, and can either drop in to see them or make an appointment any time.

In the meantime I hope your first days at university are enjoyable and feel free to contact me or any other members of staff if you have any worries or queries.

Gerard Delanty

Head of Department

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SOCIOLOGY AT SUSSEX

Sociology is part of the School of Law, Politics and Sociology (LPS). The School brings together the Sussex Law School, and the Departments of Politics and Contemporary European Studies, and Sociology.

All Sociology students follow a very similar Sociology syllabus, irrespective of combination with other subjects. At any one time, you will be studying both Sociology modules and also modules from other departments. When you are on a module in another department, you will be with other students from that department and others, who may be studying a wide range of different modules. This can be exciting and challenging, because you constantly meet perspectives different from your own.

Within Sociology, each module has a 'convenor' with central responsibility for its running. Their names are given with the module details below. A number of different tutors will be involved in the teaching of each module, and sometimes graduate students also play a supporting role. If you have questions about a specific module contact the convenor or your seminar tutor.

At Sussex we pride ourselves on our teaching and take it seriously. The latest league tables show the Department of Sociology ranked 9th in *The Times* newspaper's Good University Guide for 2012, 11th in the UK in the 2012 *The Guardian* Good University Guide and 10th out of 89 sociology departments in the 2012 Complete University Guide, published in the *Independent* newspaper.

University teachers are required to carry out their own research as well as to teach, and our department has an international reputation for research, especially in the fields of political sociology and social theory, gender and medicine and health. Research interests are often drawn on in our teaching, and students benefit from this. You will undoubtedly get to hear about some of the things we all do research on when you meet us in classes!

SOCIOLOGY STAFF

Members of staff are listed below with their contact details. Numbers starting with 3 or 7 can be dialled from outside the university with the prefix 87; those starting with 8 can be dialled from outside with the prefix 67; others can be reached via the switchboard on 606755. All members of staff have offices in the Friston Building.

Prof John Abraham	Room 259	8883	j.w.abraham@sussex.ac.uk
Prof Gillian Bendelow	256	7558	g.a.bendelow@sussex.ac.uk
Linda Cooper	121	8890	l.cooper@sussex.ac.uk
Dr Courtney Davis	258	7473	c.m.davis@sussex.ac.uk
Prof Gerard Delanty	257	8658	g.delanty@sussex.ac.uk
Dr June Edmunds	271	6656	tba
Dr Ben Fincham	255	7633	b.m.fincham@sussex.ac.uk
Dr Tamsin Hinton-Smith	253	7546	j.t.hinton-smith@sussex.ac.uk
Prof Luke Martell	261	8729	l.martell@sussex.ac.uk
Dr Laura Morosanu	244	7546	l.morosanu@sussex.ac.uk
Dr Alison Phipps	262	7689	a.e.phipps@sussex.ac.uk
Dr Susie Scott	263	3775	s.scott@sussex.ac.uk
Dr Lizzie Seal	260	3470	tba
Dr Catherine Will	264	8449	c.will@sussex.ac.uk
Dr Ruth Woodfield	254	8290	r.woodfield@sussex.ac.uk

Responsibilities in the department

Head of Department until January 2013	Prof Gerard Delanty
Head of Department from January 2013	Prof Luke Martell
Convenor of Sociology of 21 st Century Britain	Dr Ben Fincham
Convenor of Themes and Perspectives in Sociology	Dr Luke Martell
Convenor of Critical Reading	Dr Tamsin Hinton-Smith
Convenor of Making the Familiar Strange	Dr Ben Fincham
Convenor of Gender and the Life	Dr Ruth Woodfield
Convenor of Doing Sociological Research I	Dr Catherine Will/Dr Laura Morosanu
Convenor of Doing Sociological Research II	Prof John Abraham
Convenor for Second and Third Year Options	tutors teaching modules
Convenor for Third Year projects	Dr Susie Scott
Director of Taught Programmes	Dr Susie Scott
Exams Convenor	Prof John Abraham
Admissions Tutor	Dr Ben Fincham
Study Abroad / Visiting and Exchange Convenor	Dr Susie Scott

Course Co-ordinator

Linda Cooper co-ordinates the Sociology Department. She is responsible for the day-to-day running of the Department. This includes liaising with Faculty and other teaching staff, servicing regular meetings and subject reviews, timetabling students, dealing with assessment and syllabus matters. She is often the first person students go to for information, or with queries related to their studies. You can find Linda in the School Office.

FACULTY; RESEARCH AND TEACHING

- ◆ **John Abraham** is a sociologist of medicine, science and public health, who has research interests in the regulation of the international pharmaceuticals industry. He teaches medicine and health and science, technology and society. John is co-author of *Regulating Medicines in Europe*, published in 2002.
- ◆ **Gillian Bendelow** is a sociologist of health and medicine and teaches the third year option *Madness in Society*. Her current research centres around mind/body approaches to health and illness. Gillian is author of *Pain and Gender* (2000) and *Health, Emotion and the Body* (2009).
- ◆ **Courtney Davis** is a sociologist of medicine and public health, and convenes the second year option 'Sociology of Deviance'. She has undertaken international comparative research on medicines regulation and the regulation of occupational health and safety, and is currently researching patient groups' understanding of and engagement with drug development and regulatory science.
- ◆ **Gerard Delanty** has research interests in social theory, historical sociology of modernity and the cultural and political sociology of Europeanization. He is the author of *Community* (2003) and editor of the *Handbook of Contemporary European Social Theory* (2006). He teaches classical and contemporary social theory.
- ◆ **June Edmunds** works in political sociology and social theory with a specific focus on ethnic politics. She has published widely in these areas and her recent publications include 'The "New" Barbarians: Governmentality, Securitization and Islam in Western Europe' (Contemporary Islam) and 'The Limits of Post-National citizenship: European Muslims, Human Rights and the Hijab' (Ethnic and Racial Studies). June is currently working on three projects in the area of human rights and cosmopolitanism and, with Bryan S. Turner, on new elites and finance capitalism.
- ◆ **Ben Fincham** teaches on *Sociology of 21st Century Britain*, *Making the Familiar Strange*, *Doing Social Research* and *Constructing Sexuality*. His research interests include fun, gender, work, mental health, mobilities, suicide and death. Ben is co-author of *Understanding Suicide* (2011), *Work and the Mental Health Crisis in Britain* (2011) and co-editor of *Mobile Methodologies* (2010)
- ◆ **Tamsin Hinton-Smith's** main research areas include gender, families, inequalities, and social inclusion of marginalised groups. She is the author of *Learning to juggle: Lone parents experiences as higher education students* (2012) and *Widening participation in higher education: Casting the net wide* (2012). Tamsin has worked in the House of Commons providing policy support to MPs on issues around poverty and inequalities, she also contributes to the University of Sussex widening participation outreach work. She currently teaches critical reading and writing for sociologists, as well as seminars for the Sociology of deviance, and Constructing sexuality.

- ◆ **Luke Martell** is a political sociologist with interests in socialism, social democracy, social movements and globalisation. He teaches the Sociology of Globalisation and Themes and Perspectives in Sociology, of which he is convenor. Luke is author of *The Sociology of Globalization* (2010) and is writing a book on the future of the left.
- ◆ **Laura Morosanu** has research interests in the sociology of migration, ethnicity and 'race', with a particular emphasis on migrants' social networks. She will teach on the *Sociology of Globalisation*, *Designing Sociological Research* and the *Sociology Project*.
- ◆ **Alison Phipps** is a sociologist of gender who is primarily interested in the politics of the body, in particular as they play out around issues to do with gender and health. She is currently developing a political sociology of issues including sexual violence, childbirth, breastfeeding, abortion and sex work. She is also specifically interested in the issue of violence against students.
- ◆ **Susie Scott** has research interests in self-identity, interaction and everyday life; micro-level social theory (Goffman's dramaturgy and Symbolic Interactionism), and mental health. She developed the sociology of shyness, which she has studied in relation to self-identity, medicalisation, technology, and performance art. Susie's other projects include clinical risk assessment in personality disorders; asexuality and intimacy; and behavioural norms and deviance in the swimming pool. Susie is the author of *Shyness and Society* (2007), *Making Sense of Everyday Life* (2009), and *Total Institutions and Reinvented Identities* (2011). Susie teaches courses on *Identity and Interaction* (3rd year), the *Sociology Project* (3rd year) and *Sociology of Everyday Life* (2nd year).
- ◆ **Lizzie Seal** is a criminologist with research interests in gender representations of women who kill, capital punishment, historical criminology and cultural criminology. She is the author of *Women, Murder and Femininity: Gender Representations of Women Who Kill* (2010) and (with Maggie O'Neill) *Transgressive Imaginations: Crime, Deviance and Culture* (2012). She is currently working on a book entitled *Capital Punishment in Twentieth-Century Britain: Audience, Memory and Culture*.
- ◆ **Catherine Will** works on the sociology of science and technology, social and health care policy. She is particularly interested in the ways that evidence is produced and used in medicine and policy, and will teach methods on *Designing Sociological Research* and *Citizenship and Participation*.
- ◆ **Ruth Woodfield** researches inequality, especially gender, in relation to work, new technology and Higher Education. She teaches on areas such as education, and cyberspace. She is the author of *Women, Work and Computing* (2001) and *What Women Want from Work* (Palgrave 2007).

We also have part-time tutors and doctoral research students teaching in the department.

Contacting members of staff & Keeping Informed

How do you find out what is going on?

Sussex Direct: For information on modules and tutors log on to the university website at www.sussex.ac.uk/direct/. Within this you will be able to check on consultation times / office hours arranged by your tutors, see your personal timetable and keep track of assessments and feedback. Office hours can also be found on the tutors public web pages.

Email. Tutors communicate frequently about timetables and other organisational matters on the modules they are teaching by sending messages via email so it is essential to use your Sussex email address (or forward messages onto another address) and check your email frequently (daily if possible). If you don't you may miss vital messages. You can pick up your email from home using the University webmail interface.

Our web site is www.sussex.ac.uk/sociology/. A lot of useful information is available here such as useful links, staff contacts and news. The general university website also contains a range of information - from timetables, to welfare support, to past exam papers and the library catalogue etc.

Pigeonholes. Occasionally we will need to get something to you on paper. For this we use the student pigeonholes in the foyer of the Friston Building opposite the LPS school office or your own school pigeonhole if you are not in LPS.

Events of general interest are publicised in the *University Bulletin* (this includes university news and lists of seminars), which comes out on Fridays in term time; copies can be picked up at porters' desks, in Bramber House etc. It can also be found on the university's web site.

SOCIOLOGY PROGRAMMES

You will find a list below of Sociology programmes available:

<p>Sociology Sociology and International Development Sociology and Media Studies Sociology and French Sociology and Italian Sociology and Spanish Sociology and Cultural Studies History and Sociology</p>	<p>International Relations and Sociology Philosophy and Sociology Politics and Sociology Psychology with Sociology</p>
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Module Structure & Rationale

In sociology modules, you study the work of major theorists and the findings of research. The aim of our modules is to provide you with a good knowledge and understanding of the core themes, issues and debates in contemporary sociology. We try to relate theories to empirical evidence, and to develop a comparative approach. In the first year we cover core, fundamental material. In the second and third years you specialise more in specific areas of sociology. You are given a grounding in the nature of sociology as a discipline, and in a range of skills, from the philosophical to the technical. For details, see below. Alongside our modules most of you will usually be taking modules from another department or course.

In common with most other British universities, Sussex operates a 'modular' structure. In our case, this means that each year of study is self-contained, and that you will be assessed on work at the end of each year. This makes it possible to take time out between years or even to transfer between universities after one or two years (although this is not common).

For a single major Sociology student:

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • <i>Themes and Perspectives in Sociology I & II</i> • <i>Sociology of 21st Century Britain</i> • <i>Making the Familiar Strange</i> • <i>Critical Reading</i> • <i>Gender and the Life Course</i> 	<ul style="list-style-type: none"> • <i>Doing Sociological Research I & II</i> • <i>Sociology Option 1</i> • <i>Sociology Option 2</i> • <i>Sociology Option 3</i> • <i>Sociology Option 4</i> 	<ul style="list-style-type: none"> • <i>Sociology Project</i> • <i>Specialist Sociology Option 1</i> • <i>Specialist Sociology Option 2</i>

• For sociology options see the list below

• For specialist sociology options see the list below

Single major students will also be taking modules from other departments or modules in years one and two – these are called 'electives'.

For a joint Sociology student:

Year 1	Year 2	Year 3
<p><i>Themes and Perspectives in Sociology I & II</i> <i>Sociology of 21st Century Britain</i> <i>Making the Familiar Strange</i></p>	<ul style="list-style-type: none"> • <i>Doing Sociological Research I & II</i> • <i>Sociology Option in the Autumn Term</i> • <i>Sociology Option in the Spring Term</i> 	<ul style="list-style-type: none"> • <i>Sociology Project ALL YEAR OR</i> • <i>Specialist Sociology Option in the Autumn Term</i> • <i>Specialist Sociology Option in the Spring Term</i>

• For sociology options see the list below

• For specialist sociology options see the list below

Academic and personal support: The shift to university does mean taking responsibility for your own learning in a way that you may not have done in school or college. In addition to your scheduled lectured and seminars on your modules, you are very welcome to talk to staff at other times about your work, especially if you feel you need more support. In particular:

- **Academic Advisors:** Your academic advisor will invite you to a meeting early in the new academic year to start to get to know you, and discuss your first experiences of university teaching. Later you will be expected to make contact yourself in their consultation times, which are advertised both online and on their doors. You can use these meetings to discuss essay plans and module choices. Your academic advisor will also be able to direct you to specialised support from the Student Life Centre, Careers and Employability Centre and Students' Union where appropriate.
- **Module tutors:** your tutor on a seminar will have consultation times, (sometimes called 'office hours') like the convenor of the module, and will be available then to discuss your individual progress and answer any questions. Tutors write reports on students each term which includes information on attendance and written work and these are used in the future for reference writing so poor attendance and marks will be recorded in reports and could affect your ability to get a good reference later on.
- All modules have a dedicated website on the system called Study Direct. This is a place for convenors and tutors to post module materials and links to relevant debates or resources.
- The department has an 'umbrella' site SocSyD for all students studying sociology, where information will be posted about events or proposed changes to courses, and where you can contact other members of the department and your own year group.

- In addition you may feel inspired to develop your own forms of peer academic support for example by setting up study groups around particular issues and modules. Every year we look for a representative from each year group, and they can sometimes help get something like this organized.
- Student Mentors are second and third year undergraduates and postgraduate students who have been trained to offer advice and support to other students. All mentors can offer advice and support to any student on a range of issues: More information can be found at:
<http://www.sussex.ac.uk/studentlifecentre/academic/mentors>
- Each year group has a student representative voted for by yourselves, their role is to speak for their year groups at departmental meetings and feedback about problems, concerns or suggestions. The Sociology department take their input seriously and encourage people to consider standing. More information explaining the scheme can be found at:
<http://www.sussexstudent.com/studentreps/>

Assessment and getting credit: Our assessment is planned to encourage you to develop useful skills as well as to measure achievement; in a way it is part of the teaching – you learn skills from the methods of assessment. Different modes of examination are appropriate for different modules, and they test different skills and abilities, which is why we use a mixture of modes. You will sit some unseen exams, but there are also coursework assessments, shorter and longer essays and dissertations, project work and presentations.

Work in Year 1 does not count towards the final degree class, but it does count towards the credits that you need, and *you must pass the first year to proceed to Year 2*. If you fail, you can resit in September – provided you keep up with the work, and have reasonable records of attendance and essay submission. Please make sure you read the *Examination and Assessment Handbook for Undergraduate Students* and information on the Student Life pages to understand what to do if you hit problems with your academic work. For example, if you have been ill or have good reasons for not submitting work you may be able to get this taken into account by submitting Mitigating Evidence. The Student Life Centre can advise you on this and other issues relating to your welfare and engagement with the programme.

Submission of written assessments: The usual system for essays is this. Coursework essays (two copies) should be handed in to the LPS School Office, Friston 121. One copy of each essay will be returned to you within 15 days of submission in normal circumstances, with a provisional mark and comments. Essays over the length specified may be penalised, so it is important to keep to the word limits. Assessed essays handed in late are also likely to be penalised, unless you submit mitigating evidence.

Helping each other: Many first year Sociology students find it useful to form groups to work together on an informal basis through the year, coming together on a weekly basis to discuss lectures and help each other with issues arising from the reading. To make communication with other students easy, everybody will be given an email address. (Your address will also be put on an email grouping, which will be used by

faculty to send messages that apply to large numbers of students. So you must check your email regularly).

STRUCTURE OF THE SOCIOLOGY DEGREE

If you are taking sociology as part of a joint degree you will not have electives and will take fewer options in both the second and third years.

FIRST YEAR MODULES

L3068 and L3069

Themes and Perspectives in Sociology I & II (Convenor – Luke Martell)

Autumn Term (15 credits) **Assessment:** Course Report

Spring Term (15 credits) **Assessment:** Exam (1.5 hrs)
Coursework Essay (2000 words)

Modern sociology developed in the nineteenth century in tandem with the rise of industrial capitalist society. It had a number of key concerns that reflected changes in, and the structure of, society at the time. These concerns have continued to preoccupy sociologists since in their attempts to look at them anew in changed and redefined times. These modules look at such themes, and at sociological perspectives on them, as they have developed in both classical and contemporary forms of the discipline.

What are the main motors of change in society and the forces that shape its nature? What are the bases of conflict in society or the forces that hold it together to ensure cohesion? To what extent has community survived in the capitalist era? What form do social divisions under capitalism take? What form and function do ideology and the state have? Where does power lie and how is it enacted? Who offer the best perspectives on the development of early and modern capitalism – Marxist explanations of economic change, exploitation and alienation; those who focus more on community or moral cohesion; those who stress functions or interaction; or perspectives which chart ideological and value change?

How do individuals fit into society? Is it their functions or roles in society that leads them to fit in? Are they integrated into a cohesive, inclusive society or a divided one that they are alienated from? Do Marxist, Weberian, functionalist or interactionist approaches best explain the role of the individual and individualism in the development of capitalism? Is the experience of individuals in society best explained in terms of society's economic structure; its moral or social cohesion; new ideological or rational developments; the structure of power, class and state or other forms of social division; or individual interactions and psychological dynamics?

How have sociology and modern capitalism developed since their early days? Has the relationship of individual to society and to the structure of power and social divisions changed? Are there new forms of power and stratification that are important and new problems of cohesion and community or fragmentation and alienation? The second module in the spring, looks at new social divisions and problems; what new

variations in capitalism are developing; and what is the story behind the collapse of capitalism's alternative, socialism, and behind problems such as racism, violence and environmental crisis.

The spring module concludes by looking at some of the most recent perspectives on contemporary capitalism. Has the industrial nature of capitalism dwindled to be replaced by an entirely new post-industrial era of services and information and new forms of society and power that follow from that? Do we no longer live in a modern world so much as a post-modern one?

By the end of the modules you should have a good understanding of these themes as they have been understood by classical and contemporary sociologists and of different sociological perspectives on them.

Teaching and learning methods

- 1 lecture and 1 seminar every week. You are expected to attend all the lectures and seminars. The seminars will discuss the lectures and will also cover various aspects of study skills.
- Lecturer/s and tutors are available in their office hours each week to assist students with questions about the lectures or their essays.

L4070

Sociology of 21st Century Britain
Autumn Term (15 credits)

(Convenor – Ben Fincham)

Assessment: Course Report

This module will use contemporary Britain as an empirical base for exploring wider sociological perspectives. As an introductory degree level sociology module the emphasis is on developing a sociological sensibility to the social world. The questions that will be posed throughout the module are how are sociological explanations derived? How do different people come to different conclusions about similar social phenomena? What is distinct about sociological explanations - as opposed to those from other disciplines?

The relationship between empiricism and theory will be explored using examples from recent sociological research. The topics chosen broadly reflect established key themes in sociology however the exemplar material will be drawn from studies no older than 5 years. We shall be looking at how sociologists have interrogated a range of issues in 21st century Britain including work and employment, family, sport, intimacy, life online, nationalism, death and wealth. The first engagement with degree level sociology should be exciting and the module is designed to demonstrate the capacity of sociology to explore the social world in interesting, challenging and critical ways.

Teaching and learning methods

- Weekly lectures and seminars are compulsory. The seminars will address the issues in that week's lecture.

- Lecturer/s and tutors are available in their office hours each week to assist students with questions about the lectures or their essay.

Assessment

- Course Report, this is based on attendance, participation and completion of a non-contributory essay.

L4071

Critical Reading & Writing

Autumn Term (15 credits)

(Convenor: Tamsin Hinton-Smith)

Assessment:

Course Report

This module is designed to give students a chance to practice and reflect on approaches to reading and writing that will give them an excellent foundation for the rest of their sociology degree. Students will read a selection of contemporary sociological work, published in books, engaging in critical discussion with their peers. They will then draft a short review of one book, commenting on the conclusions drawn in relation to the methodology and data presented. They will be given detailed feedback on both the writing style and academic content of at least one draft on this review before making the final submission.

L4072

Making the Familiar Strange

Spring Term (15 credits)

(Convenor – Ben Fincham)

Assessment:

Group Presentations

Unseen Exam (1.5hrs)

This module is predicated on the question how do sociologists do sociology? The module introduces students to epistemological and methodological issues in sociology. From an engagement with epistemology, methodological questions arise and these will be addressed - largely demonstrated through examples.

Students will be introduced to particular epistemological approaches and then asked to reflect on worked examples of these. This is done by counterpoising a classic sociological studies with a contemporary examples - similarities and differences in epistemological and methodological approaches are critically examined.

It is intended that the examples will open up space for discussion about appropriate ways of understanding social phenomena with particular ontological and epistemological frames.

Teaching and learning methods

In the Spring term, you will have one lecture and one seminar every week. You are expected to attend all the lectures and seminars. The seminars will discuss the

preceding lecture material. The lecturer and tutors will be available in their office hours each week to assist students with questions about the lectures and their written assignments.

L3093

Gender and the Life Course
Spring Term (15 credits)

(Convenor – Ruth Woodfield)

Assessment: Group Debates
2,000 word essay

The module aims to develop sociological thinking about inequalities, especially those relating to gender, as they emerge across the life course. Through engaging with key moments in the life course (including birth and the ascription of gender identity; childhood and education; sexual reproduction, parenting and families; paid and unpaid work; illness and health; old age) the module will build on your own experiences and observations to encourage the growth of a sociological imagination. Throughout the module, key theoretical frameworks will be explored as well as a series of concrete cases and problems in which researchers applying such theories to issues around gender difference in relation to key issues in social policy, health, education and psychology. By the end of the module you should have gained an understanding of gender and the concept of inequality and be able to provide critical accounts of the links between gendered social relations, cultural settings and individual behaviour and experiences.

SECOND-YEAR MODULES

L3078 and L3079

Doing Sociological Research I

(Convenor – Catherine Will/Laura Morosanu)

Doing Sociological Research II

John Abraham

Autumn Term (15 credits)

Assessment: Coursework (CWK portfolio)

Spr/Sum Term (15 credits)

Assessment: Coursework (CWK portfolio)

The aim of this module is to introduce you to some of the principal methods used by sociologists to conduct their research. By the end of the module, you should be able to understand how particular pieces of sociological research have been carried out, you will be able to evaluate how well such research was done, and you will be equipped to go on to conduct your own research project in the final year.

The module has five objectives:

- to develop an understanding of the practical issues and ethical concerns involved in designing and executing social science research
- to provide an overview of the distinctive features, as well as comparative strengths and weaknesses, of various quantitative and qualitative methods of data collection
- to develop competence in designing, executing and analysing projects using diverse methods
- to provide an introduction to qualitative methods such as interviewing and questionnaires

- to provide familiarity with the use of the SPSS software program in statistical data analysis
- to develop an understanding of simple statistical measures and to facilitate development of quantitative data analysis skills.

Specific topics include content analysis, participant and non-participant observation, unstructured interviewing, survey techniques (questionnaires, interviewing, sampling, coding and analysis), and ethical concerns in social research. The module assumes no prior knowledge or experience although you should have a basic understanding of rudimentary mathematics (e.g. percentages and graphs).

Teaching and learning methods

Doing Sociological Research is taught by compulsory weekly lectures and workshops through the twenty weeks of the Autumn and Spring terms.

Assessment is by a written portfolio, in which you combine work on a set of tasks carried out in the workshops and your own time, building up the skills needed to carry out your own research. Details are shown in each Handbook.

Sociology Options in the second year

In the second year you get the chance to make choices about what areas of sociology you would like to specialise in. Areas of specialism are mostly fairly broad in the second year and are in some of the core or wider areas of the discipline.

- Citizenship & Participation
- Constructing Sexuality
- Sociology of Deviance
- Sociology of Education
- Sociology of Everyday Life
- Sociology of Medicine & Health

Note: It is possible that not all options are available every year because of issues such as staff leave. Only options for which there are sufficient takers will run.

We hold an options fair in the spring, after which you will be asked to make your choices for the following year.

Teaching and learning methods

The options will be taught mostly by 1-hour seminars and 1-hour lecture, although some modules will be taught by 2-hour seminars and the tutors may decide to give up some of that time to a lecture or assign you independent group work.

Assessment details are shown on Sussex Direct.

FINAL-YEAR MODULES

Specialist Study Options

Autumn Term (30 credits)

Assessment Concept Note/Briefing Paper
(1500 words) and Essay (4500 words)

Spring Term (30 credits)

Assessment: Essay (6000 words)

By the time you reach your final year, you will have a good grasp of the basics and will be ready to specialise in-depth in those areas of the discipline which interest you most. Current options are:

- Contemporary Social Theory
- Madness in Society: theoretical debates
- Madness in Society – clinical controversies
- The Body in Society
- Body: sex, gender, class and power
- Identity and Interaction
- Performance, Celebrity & Fandom
- Sociology of Globalisation: history, theories, culture
- Sociology of Globalisation: migration, economy and politics
- Medicines, health and development

It is possible that not all options are available every year and only options for which there are sufficient takers will run. It is also possible that this list may have changed by the time you reach the third year.

We hold an options fair in the spring of your second year, after which you will be asked to make your choices.

Teaching and Learning Methods

Options are normally taught by weekly lectures and two hour seminars. You will also have individual consultations with your tutor to discuss your plans for written work in detail.

Assessment details are shown on Sussex Direct.

L4056 & L3031

Sociology Project

(Convenor – Susie Scott)

Aut/Spr Term (60 credits one year module)

Assessment: Research Plan Proposal (2000 words) (15% mark)
Presentation 15 mins (15% mark)
Project Written Report (8000 words) (70% mark)

In the final year, you carry out your own research project, working on it with a supervisor. The topic and methods are decided by you in consultation with your

supervisor and, within the limits set by practicality, you can devote a substantial period of time and effort to working on something in which you have a particular interest. As far as possible, supervisors are allocated on the basis of their expertise on the planned topic and/or method.

After introductory lectures and seminars on getting started, the project is mostly taught by self-directed learning and one to one supervision. Supervisors may also arrange occasional seminars to discuss issues relevant to your work, such as how to write up the report. There are some lectures later in the year on subjects like analysing your data and giving a presentation. Students give a short presentation on their project at a plenary session at the end of the Spring term.

The quality of project work is often high. Many students become engrossed in their topic and produce innovative and stimulating reports as a result. Some do projects on areas of which they have some experience, or where they have contacts who can help them get access to informants, but you do not have to do that. Among the topics of projects undertaken by students in recent years have been:

- The stigma attached to having ginger hair
- Ethnography of a Hailsham housing estate
- Cricket and middle class identity
- Freeganism as a social movement
- Deviant behaviour by Brighton cyclists
- Students' perceptions of linguistic political correctness
- A local community in Brighton and its experience of globalisation
- The experiences of second generation Iranians in London
- Disabled women's views of access to the Brighton Survivors' Network
- The reliability and validity of module evaluation questionnaires at Sussex
- Different forms of student use of mobile phones
- Gender inequalities in the LGBT community
- Older people's perceptions of the 'Seaford Seniors' forum
- Representations of disability in the Independent Living Bill
- Teachers' attitudes to the medicalisation of ADHD
- Secularisation: comparing data from the Mass Observation archive and a contemporary social survey in Brighton

Teaching and learning methods

You can work on a project jointly with one or two other students if you like, but the project reports must be written up separately for assessment. The Library keeps copies of selected project reports from previous years, with examiners' comments, so you can look at these to see what kind of work has been done and what the examiners made of it. There is a limit of 8000 words on Project Reports.

TEACHING, LEARNING AND ASSESSMENT METHODS

Most modules involve some mix of lectures, seminars, workshops and so on, chosen both to be appropriate for that particular module and to develop useful skills. Sometimes you will be working on your own, and at other times in groups. Below, the main different kinds of teaching and learning that you will come across are described.

Lectures

Not all Sussex modules have lectures, but most compulsory or large ones do. Lectures normally last for about an hour. They are held in 'lecture theatres' like A1 and A2 in the Arts building. In a lecture, a relatively large audience is addressed by a lecturer who speaks for most of the time – often using visual aids to provide illustrations or show data, and to summarise key points. Lectures play an important role in disseminating information and in guiding your reading and helping you to reflect on it. You will need to develop an efficient and effective style of taking notes in lectures. It is a good idea to make time after a lecture to go back over your notes and get them into order, perhaps adding points you missed but still recall, so that they will be really useful to you weeks or months later when you think about an essay or revision.

Seminars

A seminar consists of a group of students meeting for 1-2 hours with a tutor to discuss some specific topic. Although it is led by a tutor, active participation by students is expected. Sometimes you will be asked to make a presentation to the group, either individually or with others. Whether or not you are making a presentation, it is *essential* that you have done reading and thinking before attending the seminar, so that you can take an active part in discussion and get your questions answered and problems dealt with as well as contribute your ideas. Attendance is usually compulsory. *You can be deemed to have not successfully completed a module if you do not submit sufficient written work or attend sufficient classes.* Group size can vary from a minimum of 10 to a maximum of 25.

Supervisions and tutorials

All modules include individual tutorials and consultation hours, where you will have the opportunity to discuss and review essays or other work with the tutor. Meetings for such sessions are usually held in tutors' offices.

Presentations

You will be asked from time to time to prepare presentations, either on your own or with other students, (Spring Year 2 options and at the end of the *Project* in Year 3) where you will be required to give a presentation at a session at which other Sociology students are present. This can seem daunting – but everyone else is in the same boat and, like essay writing, it is a skill well worth developing, and one which will stand you in good stead after you graduate. You will receive guidance on

how to prepare presentations, including the use of visual aids such as overhead projectors.

Essays

Much of the academic work you do here will involve essay writing. Some students worry that they will not be able to write essays properly. The secret lies in doing adequate reading, taking good notes, and then structuring your argument with an essay plan before you start writing. Go through your notes, think about the key themes being addressed in the different works you have read, and then organise these themes into a tight and coherent argument. Essay skills should improve with practice, and we do not expect immediate perfection. Don't be afraid to ask your tutors for help or guidance if you think you have a problem. For every module, at least one tutor will have an office hour each week, the time of which will be indicated on their door, when students experiencing problems with writing an essay can consult them. Study skills are also covered in teaching sessions. When essays are marked, the feedback should give comments designed to be helpful. Students who would like to discuss essays further can consult the marker in their office hours. Attending study skill sessions or swapping essays with other students often also helps. One of the best ways to learn how to write a good essay is to see what other people do.

When you are writing an essay, we suggest a few principles to observe:

- Answer the question. The only good answer is one that deals with the problem set. If you have read material, however interesting, that is not required for the question, you should leave it out. (It won't be wasted - keep it in your notes and, even if it cannot immediately be used for another essay, it will be invaluable when you come to revise for exams.) If you have not yet found material which is relevant, you probably need either to do some more reading, or to consult the tutor about the meaning of the title set.
- Sociology often deals with controversial issues, on which you may have strong views. But it demands evidence and coherent, logical analysis, not just opinions. Imagine that you are trying to convince somebody who holds the opposite view to yours. Develop an argument but give good reasons and evidence for it.
- Do not simply report on what you have read - an essay is not a précis. Analyse the material, and present it in a structure which sets out a clear line of argument related to the question. Your material will not be wholly original, but you can always think about it for yourself.
- Do not put chunks of text from books or lectures into your essays. Plagiarism (representing the ideas of others as if they are your own, ie without acknowledging the source) is a serious academic crime for which there are severe penalties. It can be done accidentally – for instance by reproducing the arguments of others whilst forgetting to say where they came from. These include citing sources properly, with enough detail to enable them to be checked.
- Leave yourself time to go through your first drafts, clarifying meaning, improving the order, cutting waffle or repetition, and getting rid of material which is not really relevant. Writing to a specified length is a valuable skill, and a concise style is better even if you do not have a word limit. Avoid spinning things out to make it look as if you have a lot to say. This doesn't usually impress the marker!

- Take care with grammar, punctuation, and spelling. Always check through your work for points like this before handing it in.
- Sussex has a website for first year study skills that is well worth consulting: <http://www.sussex.ac.uk/s3>

PLAGIARISM, COLLUSION AND MISCONDUCT

It is an offence for any student to be guilty of, or party to, attempting to commit or committing collusion, plagiarism, or any other misconduct in an examination or in the preparation of work which that is submitted for assessment. The submission of a dissertation, essay or any other assessment exercise will be considered by the examiners to be a declaration that it is the candidate's own work.

(i) Collusion. Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who assist others as well as those who derive benefit from others' work. Where joint preparation is permitted by the examiners but joint production is not, the submitted work must be produced solely by the candidate making the submission. Where joint production or joint preparation and production of work for assessment is specifically permitted, this will be stated explicitly in the relevant module documentation.

(ii) Plagiarism. Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.

(iii) Fabrication of Results. Fabrication of results or observations in practical or project work constitutes misconduct.

Further information on plagiarism and referencing can be found at:

<http://www.sussex.ac.uk/tldu/ideas/acadmiskon/students>

<http://www.sussex.ac.uk/s3/?id=33>

<http://www.sussex.ac.uk/s3/?id=37>

<http://www.sussex.ac.uk/library/infosuss/referencing/index.shtml>

EQUALITY AND DIVERSITY

The University of Sussex is committed to promoting equality and diversity, providing an inclusive and supportive environment for all.

The aim is to promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds and promote an environment free of harassment and bullying on any grounds.

If you experience any harassment on grounds of gender, sexual orientation, race, religion, nationality, age, disability or part-time status contact one of the Student Advisors or the union welfare officer (welfare@ussu.sussex.ac.uk) at USSU on extn 3354. For more advice and information go to the equality and diversity page at www.sussex.ac.uk/equalities

For information on disability support contact the Student Support Unit (studentsupport@sussex.ac.uk) and visit the disability page at <http://www.sussex.ac.uk/equalities>

For the equality and diversity policy and other equalities information go to www.sussex.ac.uk/equalities

THE LIBRARY

The University Library is the key resource for the information that you will need during your studies. Library staff are ready to help and advise you from the day you arrive to the day you come to write your dissertation and prepare for your future career.

In addition to the books, documents, official publications and audiovisual items held in the Library building, you can access Library information and collections, including eBooks and online resources via the internet, Sussex Direct or Study Direct, (the university virtual learning environment) <https://studysdirect.sussex.ac.uk/> anywhere and at any time.

Our web-based tutorial InfoSuss will help you use our resources and services more effectively. It will show you how to use the Library catalogue, understand your reading lists and find good quality information online. www.sussex.ac.uk/library/infosuss/

The following are just some of the services and facilities provided by the Library

- Extensive opening hours during term time
- A variety of study spaces, including group study rooms, social study areas and individual silent study spaces
- Computer clusters with printers and scanners plus lap top facilities and wireless coverage throughout the building

- Inductions and teaching sessions to help you find and use the resources we provide
- Automated self issue and return
- AV viewing facilities and a microform reading room with readers and scanners
- Copy centre – photocopiers, binding services and stationery supplies
- Assistive technology and support for students with additional needs
- Special Collections – a unique collection of manuscripts, archives and rare books
- Additional support for your research through an enquiries service and advice on accessing resources held in other libraries

You need your library/ID card to enter the Library so always carry it with you.

For detailed information about opening times and services, including subject-based information, please **always** refer to the library website: www.sussex.ac.uk/library

It's your education!

Remember that, while teachers teach, it is you who has to do the learning. You should be self-motivated and take responsibility for your own work, and be reading and thinking outside class; that is an essential part of the whole experience. If you don't read and think outside classes you will find that the university experience is very unfulfilling and you will let down other students who have done the work. If you have come straight from a more structured environment, you may find that university teaching and learning take a little time to get used to. A lot is left to your own independent initiative. That's normal, so don't let it worry you – but work on improvement.

If you have done A-level, you may need to 'unlearn' some of what you already know, in order to go beyond it to learn in more depth. To fall back on A level notes is a serious risk, since they are unlikely to show the direct knowledge of primary sources which we expect, and may lead you into accidental plagiarism of published sources, which will be penalised. They will be too superficial and simplistic for university level work and you will not be able to get the best possible marks using A level sources.

Many students find it necessary to have part-time jobs while they study. We appreciate the necessity, and, where we can, we will help with matters such as seminar times. (The Career Development and Employment Centre can help you to find suitable part-time or vacation work.) But make sure work on a job does not interfere with your studies.

STUDENT PROGRESS AND WELFARE

The Academic Advisor system

When you arrive at the University, one of the first members of faculty (faculty are the academic staff) you will meet from sociology will be your Academic Advisor. S/he will be responsible for helping out with problems and monitoring your progress throughout your time here. You meet with your Academic Advisor at the beginning of the Autumn term to hear about different resources that you will need as you get into the degree, and also have a chance to ask questions that may be bothering you. You are expected to keep in touch with your advisor after this point – and they are often the person who writes that important reference at the end of your degree. Academic advisors are happy to meet to discuss choices of modules, problems or difficulties that you encounter in your academic work, or particular skills such as essay writing or searching the literature. Just turn up during one of their 'office hours', or make an appointment for another time.

Sussex offers provision for student support, welfare and counselling, and there are a variety of other support services available. But you need to make sure you seek out helpers, as they may not know you have problems or needs unless you raise them. Once you do that you will find people willing and able to help. Your Academic Advisor and your School Office should be able to help you identify where to go and who to see. Some initial useful contacts for student support are listed below.

Welfare services

Lonely? Anxious?

Worried about your work?

Do you need advice or someone to chat with?

Is your problem to do with your academic work? Do you want help in choosing electives or joint honours modules?

See your **Academic Advisor**. Academic Advisors can help you make the right choices about modules, give advice about study skills, and help with other problems too.

Student Mentors Student Mentors are second and third year undergraduates and postgraduate students who have been trained to offer advice and support to other students. All mentors can offer advice and support to any student on a range of issues:

- if you're feeling lost and unsure during the early months of university life
- if you want to talk through how to manage your time or improve your study skills
- if you have a concern and want to be referred to the appropriate source of support
- if you need help finding your way around the library or any part of the Sussex website

More information can be found at:
<http://www.sussex.ac.uk/studentlifecentre/academic/mentors>

Is your problem personal?

If you are unhappy about university life, have personal or financial difficulties, if you are finding it difficult to study or attend your classes, or if think you might be dyslexic, talk to one of the **Student Advisors**. They are professionals in student support with backgrounds in counselling, psychology and welfare support.

Student Life Centre
Chichester I – Tel No: 01273 876767
Email: studentlifecentre@sussex.ac.uk
www.sussex.ac.uk/studentlifecentre

Is your problem concerned with module administration? e.g. rooms, where to find your tutor, handbooks, hand-in dates?

Speak to the Course Co-ordinator in the LPS School Office, Friston 121, for queries about your Sociology modules.

Name	Room	Telephone	Email address*
Linda Cooper	Fr 121	(67) 8890	l.cooper

* All email addresses end with @sussex.ac.uk

ORGANISATION OF YOUR DEGREE PROGRAMME

Module materials

For each module, you will be given a Handbook which explains the aims and objectives of the module and how the teaching and learning is organised, and which lists topics and recommended reading. You can usually get these from the Course Co-ordinator in Friston 121 at the start of term. Many are also available on Study Direct. It is expected that everyone will do the main reading. And it is *essential* for the success of classes and your own learning that you read each week for every topic.

For some modules we provide study packs; they contain low-cost copies of essential material, and will save you hours of searching in the Library. You may also find it desirable to buy particular books for some modules but ask the tutor for advice before splashing out money on books which may turn out not to be all that useful for

the module. We usually use our own study packs instead of textbooks, these are cheaper and better suited to our courses.

Marks

When you hand in essays or other written work, they will be returned with comments and a percentage mark. We do our best to mark them promptly. Our rule is that we try to give them back within 15 working days in normal circumstances and quicker than that if possible but sometimes the numbers of essays that are submitted for marking can be very large and can slow us down a bit! Please be patient if it takes time to return essays – because marking loads in the department are very high and we need to take time to ensure marking quality. Assessment methods vary by year of study and by individual module and second and third year assessments will usually be marked by two, or sometimes three examiners.

The standard grading system for written work is the one used for final degree classes: 40% is the minimum pass level, and 40-49% gives a Third class; 50-59% is a Lower Second, 60-69% an Upper Second, and 70%+ gets a First. For details of the marking scheme and assessment criteria used for first year written work, see the end of this booklet.

Module evaluation

You will find that at the end of each module you will be asked to evaluate your experience of it, often using a questionnaire on Sussex Direct. These are important to us as a way of gauging the strengths and weaknesses of modules and of those who teach them; please help us to teach more effectively and respond to student views by using them to report on your experience.

All sociology modules are regularly 'audited' and assessed. All teaching staff are regularly appraised for performance. We try to provide a high quality education for all students, and we are always interested to hear your views on how our teaching and modules could be improved.

OPPORTUNITIES TO STUDY ABROAD

The University belongs to the European Union scheme for interchange of students between different European universities. Under this scheme it is possible to spend up to a year of your programme studying at a university elsewhere in Europe. We have a wide range of partner universities in, for example, Germany, France, Spain, Italy, Norway and the Netherlands. If you are interested in the possibility of studying abroad, you should see Dr Susie Scott at an early stage - it can take some time to organise, and you will probably need to develop your language skills before you go. You should also call in at the International and Study Abroad Office in the Friston Building, which administers these and other study abroad programmes. You will find a lot of useful information on the University Web site <http://www.sussex.ac.uk/International/> about universities elsewhere where you can study.

IT

All the written work you hand in must be word processed, and you must be an email user. Many computers are available on campus, though free machines can be hard to find at popular times. If you do not already have basic IT skills (word processing and Excel, e mail, use of the World Wide Web) on arrival to the University you should take the appropriate modules to bring you up to the standard.

The Information and Technology Services (ITS) in the Shawcross Building and can advise you if you need advice.

REFERENCING USING THE HARVARD SYSTEM

The Department of Sociology favours this form of referencing.

Textual (in-text) references

One author:

Developments in child care, community care and community health now make networking not just a good idea but a practice necessity (Trevillion, 1992, p.223)

Two authors:

In a recent paper (Morgan & Stanley, 1993)...or if the authors' names occur naturally: Morgan & Stanley (1993) show that ...

Three authors:

Freeman et al. (1985) found ...

Authors of two different works :

Recent studies (Morgan & Stanley, 1993; Reisman, 1993) have shown...

Multiple citations of the same author:

Brown (1990, 1995a, 1995b)...

Bibliography at end of essay

1. Authors listed in alphabetical order of surname, and within that in order of date if more than one work by the same author is cited.
2. Each author's surname followed by his/her initials.
3. Year of publication in brackets.
4. Title of book underlined or italicised.
5. Edition of book if there has been more than one.
6. Volume number if there is more than one.
7. Place of publication or town of origin.
8. Publisher's name.

Examples, books:

Reisman, D. (1993) *The Political Economy of Health Care*, New York, St. Martin's Press.

For books with chapters by different authors, the editor's name should be used if the book as a whole is referred to, the chapter author's name and title if the chapter is referred to – e.g.

Roberts, H (1993) 'The Women and Class Debate', pp.52-70 in *Debates in Sociology*. Eds. Morgan, D. & Stanley, L., Manchester, Manchester University Press.

For journal references: 1. Author's surname, followed by initials.

2. Year of publication, in brackets.
3. Title of article.
4. Title of journal, underlined or italicised.
5. Volume number.
6. The number of the first and last pages on which the article appears.

Example, journal article:

Robson, P. (1993) 'The new Regionalism and developing countries.', *Journal of Common Market Studies*, Vol. 31, pp.329-348.

Further information on referencing can be found at:

<http://www.sussex.ac.uk/s3/?id=37>

<http://www.sussex.ac.uk/library/infosuss/referencing/index.shtml>

MARKING SCHEME AND ASSESSMENT CRITERIA

Basis on which marks are awarded for First-Year written work

0-19 A mark in this range is indicative that the work is far below the standard required to progress to year 2: It indicates that the work is extremely weak and well below Level 1 degree standard. This will be because either the work is far too short, is badly jumbled and incoherent in content, or fails to address the essay title or question asked. It will show very little evidence of knowledge or understanding of the relevant module material and may exhibit very weak writing and/or analytical skills.

20-39 A mark in this range is indicative that the work is below, but at the upper end is approaching, the standard required for progression to Year 2: It indicates weak work that is below the standard required at degree Level 1. This will be because either the work is too short, is very poorly organised, or is poorly directed at the essay title or question asked. It will show very limited knowledge or understanding of the relevant module material and display weak writing and/or analytical skills. Essay work will exhibit no clear argument, may have very weak spelling and grammar, very inadequate or absent references and/or bibliography and may contain major factual errors. Quantitative work will contain significant errors and incorrect conclusions.

40-49 A mark in this range is indicative that the work is of an acceptable standard for progression into Year 2: Work of this type will show limited knowledge and understanding of relevant module material. It will show evidence of some reading and comprehension, but the essay or answer may be weakly structured, cover only a limited range of the relevant material or have a weakly developed or incomplete argument. The work will exhibit weak essay writing or analytical skills. It may be poorly-presented without properly laid out footnotes and/or a bibliography, or in the case of quantitative work, it may not be possible to follow the several steps in the logic and reasoning leading to the results obtained and the conclusions reached.

50-59 A mark in this range is indicative that the work is satisfactory to very satisfactory for progression to Year 2: Work of this quality will show clear

knowledge and understanding of relevant module material. It will focus on the essay title or question posed and show evidence that relevant basic works of reference have been read and understood. The work will exhibit sound essay writing and/or analytical skills. It will be reasonably well structured and coherently presented. Essay work should exhibit satisfactory use of footnotes and/or a bibliography and in more quantitative work it should be possible to follow the logical steps leading to the answer obtained and the conclusions reached. Arguments and issues should be discussed and illustrated by reference to examples, but these may not fully documented or detailed.

60-69 A mark in this range is indicative of good to very good work that holds great promise for future standards: Work of this quality shows a good level of knowledge and understanding of relevant module material. It will show evidence of reading a wide diversity of material and of being able to use ideas gleaned from this reading to support and develop arguments. Essay work will exhibit good writing skills with well organized, accurate footnotes and/or a bibliography that follows the accepted 'style' of the subject. Arguments and issues will be illustrated by reference to well documented, detailed and relevant examples. There should be clear evidence of critical engagement with the objects, issues or topics being analyzed. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed.

70+ Such marks are given for excellent to outstanding work: The work will exhibit excellent levels of knowledge and understanding comprising all the qualities stated above, with additional elements of originality and flair. The work will demonstrate a range of critical reading that goes beyond that provided on reading lists. Answers or essays will be fluently-written and include independent argument that demonstrate an awareness of the nuances and assumptions of the question or title. Essays will make excellent use of appropriate, fully referenced, detailed examples.

Generic Assessment Criteria: Presentations

Basis on which marks are awarded:

0-19 A mark in this range is indicative that the presentation is far below the minimum standard expected. It indicates an extremely weak presentation that is well below the minimum standard expected. This will be because either the presentation is far too brief, very poorly organised and incoherent in content, or fails to address the issue, topic or theme required. The presentation will exhibit minimal evidence of knowledge or understanding of the material, may contain major factual errors and presentation or speaking skills may be extremely weak.

20-39 A mark in this range is indicative that the presentation is below, but at the upper end of the range is approaching, the minimum standard expected. It indicates a weak presentation below the minimum standard expected. This will be because either the presentation is too short, poorly organized and difficult to comprehend, or is poorly focussed on the issue, topic or theme required. It will exhibit minimal knowledge or understanding of the material covered and may display very weak presentation or speaking skills, or contain substantial factual errors.

40-49 A mark in this range is indicative that the presentation meets the minimum standard expected. A presentation of this quality will show limited knowledge and understanding of the material covered. It will show evidence of some preparation and comprehension, but the presentation may be weakly organised, cover only a limited range of the relevant material or develop a weak theme or argument. It may exhibit weak presentation or speaking skills, lack appropriate visual aids and may contain some significant factual errors. It may not be possible to follow several steps in the logic and reasoning or in any conclusions reached.

50-59 A mark in this range is indicative that the presentation is of a satisfactory to very satisfactory standard. A presentation of this quality will show clear knowledge and understanding of the material covered. It will be focussed and show evidence of thoughtful preparation and clear comprehension of the material delivered. The material will be reasonably well structured, coherently presented and exhibit clear speaking skills supported, if relevant, by adequate use of clear visual aids. There may be some omission of relevant material or limited develop of a topic, theme or argument, it may contain minor factual errors and it may not be possible to follow all steps in the logic and reasoning or in any conclusions reached.

60-69 A mark in this range is indicative of a good or very good presentation. A presentation of this quality will show a good level of knowledge and understanding of the material covered. It will be well focussed, show evidence of very thoughtful preparation and a very clear comprehension of the material delivered. The material will be well structured, accurate, very coherently delivered and exhibit high level presentation and speaking skills well supported, if relevant, by good use of clear visual aids. Most or all relevant material will be included, any relevant topic, theme or argument will be clearly developed and it will be possible to follow all steps in the logic and reasoning and in the conclusions reached. There should be clear evidence of critical engagement with the theme, issue or topic being presented.

70+ Such marks are given for an excellent or outstanding presentation. A presentation of this standard will exhibit excellent levels of knowledge, understanding and presentation skills comprising all the qualities stated above, with additional elements of originality and flair. It will exhibit a critical engagement with the material presented and include independent argument regarding the theme, issue or topic being presented. It will be excellently presented in a fluent speaking style supported if relevant by excellent visual aids.

Balance between content and presentation skills

The balance between content and presentation skills may vary between different forms of presentation – e.g. between a seminar presentation delivering knowledge and understanding of themes or issues and a presentation communicating the results of a research project. The relative importance of content v-s-v presentation skills must always be made clear and any allocation of marks for these different components must always be provided.

Please note that separate Guidelines covering specific presentations may be drawn up by each Department and included in Handbooks.