

BA PHILOSOPHY AND SOCIOLOGY
For students entering Part 1 in 2005

UCAS code: LV35

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):
Faculty of Arts and Humanities
Date of specification: January 2006
Programme Director: Dr. J.M. Preston
Programme Advisors: Dr. A. Leoussi
Board of Studies: Philosophy and Sociology
Accreditation: Not appropriate

The University of Reading
The University of Reading
Philosophy and Sociology
Programme length: 3 years

Summary of programme aims

Both Departments share the aims and objectives laid down for the Reading graduate in the University's Strategy for Teaching and Learning. The Philosophy part of the programme specifically aims to provide a grounding in the subject, enabling students to examine critically fundamental beliefs about truth and reality, right and wrong, to comprehend concepts essential for philosophical investigation, to develop an understanding of central philosophical problems, texts and figures, to develop an aptitude and enthusiasm for the subject, to engender a sense of belonging to a community of enquiry, and to prepare where appropriate for postgraduate study. The programme provides a supportive learning environment with full access to welfare, pastoral and careers support.

Two bridge modules (Philosophy of Social Science, Dissertation) offer students an opportunity to reflect on philosophical issues arising in Sociology.

The programme in Sociology aims to give a thorough and broadly based training in modern sociology, covering the fundamental concepts, methods, and theories involved in sociological research, as well as introducing students to empirical data about social phenomena and different 'middle-range' theories of more specific sociological topics.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

The Philosophy degree will help students develop skills such as: presenting a coherent talk delivered from notes, producing concise and accurate written reports, the ability to critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate the student's own views. The Philosophy degree also encourages the ability to handle abstract ideas and utilise problem-solving skills.

The Sociology component of the programme teaches uses of IT including information search, spreadsheet, database and statistical software; presentation and analysis of quantitative data; the year abroad provides particularly good opportunities for developing increased (inter-)cultural awareness and self-reliance.

Programme content

The following profile states which modules must be taken (the compulsory part), together with lists of modules in any Part from which students must make a selection (the option modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part.

Part 1 (three terms) Certificate Level

In Philosophy students must acquire a minimum of 40 credits from below (i.e. take at least two modules).

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP1MW	Mind & World	20	C
PP1VV	Values & Virtues	20	C
PP1MR	Metaphysics & Religion	20	C

In Sociology

Compulsory modules

SO1INT	Introduction to Sociology (Autumn)	20	C
SO1BRI	British Society (Spring)	20	C

Optional module:

SO1CSI	Contemporary Social Issues	20	C
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Part 2 (three terms) Intermediate

In Philosophy students must acquire a minimum of 60 credits from below (i.e. take at least 3 modules).

Two modules, PP2TK 'Theory of Knowledge' and PP2MP 'Moral Philosophy' are compulsory. In addition students should take one other module from the combined list of Core and Option modules. (Not every Option module will be available in every year.)

Compulsory Modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP2TK	Theory of Knowledge	20	I
PP2MP	Moral Philosophy	20	I

Core Modules

PP2EMP	Early Modern Philosophy	20	I
PP2LCT	Logic and Critical Thinking	20	I
PP2PA	Plato & Aristotle	20	I
PP2MIN	Philosophy of Mind	20	I

Option Modules

PP2LR	Language and Reality	20	I
PP2ANW	The Philosophy of Whitehead	20	I
PP2MPT	Modern Philosophical Texts	20	I
PP2AES	Aesthetics	20	I
PP2CPP	Contemporary Political Philosophy	20	I

PS2N45	History and Philosophy of Science	20	I
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In Sociology

Compulsory modules

SO2THE	Theory 1: The Classical Tradition	20	I
SO2STS	Study of Sociology	10	I
<i>And three of the following four modules:</i>			
SO2CUL	Sociology of Culture	10	I
SO2POL	Political Sociology	10	I
SO2ECO	Economic Sociology	10	I
SO2STR	Social Stratification	10	I

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

Part 3 (three terms) Honours Level

A dissertation of 40 credits is compulsory and may be taken in either Sociology or Philosophy.

Compulsory

Either

SO3 DIS	Dissertation in Sociology	40	H
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Or

PP3 DIS	Dissertation in Philosophy	40	H
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In Philosophy, 40 credits from the following optional modules:

(Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.)

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP3LAN	Philosophy of Language	20	H
PP3MBC	Metaphysics: Basic Concepts	20	H
PP3LWE	The Earlier Philosophy of Wittgenstein	20	H
PP3LWL	The Later Philosophy of Wittgenstein	20	H
PP3SNS	Schopenhauer, Nietzsche, Sartre	20	H
PP3RL1	Philosophy of Religion 1	20	H
PP3RL2	Philosophy of Religion 2	20	H
PP3FL	Further Logic	20	H
PP3LAW	Philosophy of Law	20	H
PP3CAP	Philosophy of Crime and Punishment	20	H
PP3NS	Philosophy of Natural Science	20	H
PP3SS	Philosophy of Social Science	20	H
PP3INE	International Ethics	20	H
PP3EIN	Ethical Intuitionism	20	H
PP3CMT	Contemporary Moral Theory	20	H
PP3PIS	Personal Identity and the Self	20	H
PP3EAN	Ethics and Animals	20	H
PP3EE	Environmental Ethics	20	H
PP3BME	Biomedical Ethics	20	H

In Sociology

Modules summing to a total of 40 credits must be taken. Two of these modules will consist of regular 10-credit options from a list to be provided by the department; the third will be a 20-credit advanced seminar. The topic of the advanced seminar will be selected from the list as well; taught as a seminar, it will be worth 20 credits instead of 10.

Progression requirements

- (a) To proceed from Part 1 to Part 2 a student should achieve an average of 40% in Philosophy modules taken and an average of 40% in Sociology modules, and an overall average of 40% in 120 credits taken in the examination.
- (b) To proceed from Part 2 to Part 3 a student should achieve an average of 40% in their Philosophy modules and an average of 40% in their Sociology modules.
- (c) In both cases a student must achieve a mark of at least 30% in individual modules amounting to not less than 100 credits.

Summary of Teaching and assessment

Teaching within Philosophy consists of lectures and small group seminars, with appropriate visual aides and course materials being provided throughout. The final assessment for the majority of Philosophy modules in all Parts is by a combination of assessed coursework and unseen examination (see BA Course Handbook for further information).

In Sociology, teaching styles change from large lectures (Part 1) to lectures and/or seminars (Part 2), and predominantly seminars in Part 3.

The conventions for classification are included in the Programme Handbooks, but you should note that weighting between Part Two and Part Three for classification purposes is 33% and 67%.

Admission requirements

No previous study of Philosophy or of Sociology is required for admission.

Entrants to this programme are normally required to have obtained:

Grade C or better in Maths in GCSE; and achieved

UCAS Tariff: 3 A2 260pts. 3 A2 and 1 AS 280pts

International Baccalaureat: 30 to include 5 points in Maths

Irish Leaving Certificate: BBBC in 5 Higher Level subjects

Two AS grades are accepted in place of one A-Level

All applicants are considered on their individual merits and the Department may vary these requirements if it sees fit.

Mature applicants. Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example two or more A levels or an Access course, but each case is assessed on its individual merits. We recommend that you contact an admissions tutor as soon as possible to discuss your individual circumstances.

International applicants. Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Admissions Tutor: Dr. P. Stratton-Lake

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

In Philosophy, information and guidance is offered through the Part 1 Handbook, and the B.A. Course Handbook (covering Parts 2 and 3). There is also a Part 1 co-ordinator and an Honours Course co-ordinator who can be consulted on module choices within each part of the programme. In Sociology there are Course Advisers to offer advice on the choice of modules within the programme.

Liaison officers for both Philosophy and Sociology coordinate the programme.

Career prospects

Over the years students who have followed this programme have gone into jobs in both the public and private sectors. In the public sector, jobs include academic and academic related jobs (e.g. lectureships, administrative posts on research boards), and the civil service. In the private sector, recent jobs include working for computer firms and large finance and insurance companies. In general, there is some evidence that IT firms appreciate the logical and analytic skills of the Philosophy graduate. Furthermore, a survey by the Royal Institute of Philosophy found that graduates with British Philosophy degrees consider their degree course to have been very relevant to their jobs, and report a very high level of job satisfaction.

Graduates whose degree includes Sociology can find employment in the Civil Service, in local government and health authorities, and in commerce, education and industry. Joint degree graduates may proceed to careers in either of their subject areas.

Opportunities for study abroad or for placements

There are no opportunities for study abroad during this degree programme.

Educational aims of the programme

The central objective of the **Philosophy** component is to cultivate the ability to do, and not just to read, Philosophy. It introduces students to terms and concepts essential for philosophical investigation, exposes them to the distinctive nature of philosophical inquiry, develops a basic understanding of some central philosophical problems, and introduces some major figures from the history of philosophy. It encourages students to reflect on philosophical issues arising in Sociology. A programme of study is provided which introduces progressive intellectual challenges at each new level and requires students to study in more depth some aspects of Philosophy in which they have a greater interest.

In **Sociology**, the aims of the programme are both educational and practical. Intellectually, members of staff aim to widen students' capacities for critical thinking, analysis and problem

solving, asking questions and deconstructing the arguments of others. Students also learn a variety of explanatory schemata and their application in understanding them in social life. Practically, the programme imparts technical skills: statistical methods and computer-related analytical skills, use of IT, enhanced writing capacity through continuous assessment. The course, as a whole, aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to both disciplines. The programme also provides for the development of the specific interests of students through independent study for the dissertation, in which a topic is approached from the perspectives of both disciplines.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities and other attributes in the following areas:

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Key historical aspects of Philosophy; 2. An appreciation of philosophical ideas and approaches; 3. Awareness of philosophical terms and concepts; 4. Awareness of current research in the field and its direction. 5. Methods of analysing social and cultural issues 6. Methods of critical textual analysis 7. Certain facts about the nature of social life and their application in understanding particular forms of social life 8. Certain facts about a variety of human societies, past and present, European and non-European 9. Core aspects of modern societies 10. The use of historical and comparative methods in understanding human societies. 11. The use of statistical methods in the study of patterns of human behaviour 	<p>Teaching/learning methods and strategies Lectures; supervisor-led small group discussions; seminar groups with facilitator.</p> <p><i>Assessment</i></p> <p>Assessment is by coursework, written examinations that are both seen and unseen, portfolios of work, and seminar presentations.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ol style="list-style-type: none">1. Critically read, comprehend and evaluate a large range of texts;2. Negotiate both primary and second sources and be able to demonstrate how they inter-relate;3. synthesise information from a range of sources, providing a coherent overview of positions in logical space;4. analyse the logical construction of arguments;5. produce and defend positions in response to critical pressure;6. Develop creative intelligence in independent research and interpretation.7. Use evidence-based reasoning to argue or evaluate a claim8. Apply multiple perspectives and levels of explanation to understand behaviour	<p>Teaching/learning methods and strategies</p> <p>As above, plus: self-directed learning facilitated through the use of research-based teaching materials and methods, and logical exercises.</p> <p><i>Assessment</i></p> <p>Coursework; written unseen and seen exams; seminar presentations. Plus discussion in supervisor-led small groups and seminars. Logical exercises will also be evaluated in the Logic & Critical Thinking module.</p>
<p>C. Practical skills – able to:</p> <ol style="list-style-type: none">1. Present arguments orally and in writing in a coherent and structured way2. Locate, sift and select material from a variety of sources3. Report in writing on the results of an extended piece of independent work4. Technical skills: use of Information Technology (IT) and a familiarity with statistical methods of enquiry	<p>Teaching/learning methods and strategies</p> <p>Lectures; supervisor-led small group discussions; seminar groups with facilitator.</p> <p><i>Assessment</i></p> <p>Guidance on student progress is given by feedback on coursework essays and seminar presentations; while the module grade is determined by the results of written unseen exams, or assessed coursework where relevant.</p>

D. Transferable skills – able to:

- manage time effectively and prioritise workloads;
- communicate effectively with a wide range of individuals using a wide range of means;
- evaluate his/her own performance, and recognise the steps required for improvement;
- Utilise problem-solving skills in a variety of theoretical and more practical situations;
- IT skills, e.g. word processing, e-mail and the internet.

Teaching/learning methods and strategies

The learning of IT is encouraged through web site searches, use of library resources, and the presentation of word processed documents. Oral presentations are required at several points in the programme. Good time management is essential to organising a timetable to complete essays and project work.

Assessment

Assessment is through the production of essays and project work, written unseen examinations and, in Philosophy, seminar presentations.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.