

MODULE SPECIFICATION FORM

Module Title: Critical Social Theory	Level: 7	Credit Value: 30
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Module code: (if known)	CostCentre: GAYC	JACS2 code*:
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**please contact Student Data Services for further guidance if necessary*

Semester(s) in which to be offered: 2	With effect from: September2013
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Office use only: To be completed by AQSU:	Date approved: Date revised: Version no:
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Youth & Community	Module Leaders: Thoby Miller &Ged Turner
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Module duration (total hours):300 Scheduled learning & teaching hours: 30 Independent study hours:270 Placement hours: N/A	Status: core/option/elective (identify programme where appropriate): Core
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Percentage taught by Subjects other than originating Subject (please name other Subjects): 0%

Programme(s) in which to be offered: MA Education (Youth and Community Work) PG Dip in Youth & Community Studies [IQ]	Pre-requisites per programme (between levels): None
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Module Aims:

To enable students to:

- Understand and apply the concept of critical theory to social education practice
- Analyse the relevance of critical theory to carrying out an examination of society and the effectiveness of social policy
- Explore current political, economic, social and technological contexts in which critical social theory and social education practice takes place
- Develop critical awareness of social education practice, both as a professional activity and as an aspect of current social policy
- Identify and be able to apply relevant theoretical and ideological perspectives in order to provide practitioners with the ability to consider developments to practice, policy and society

Expected Learning Outcomes

Knowledge and Understanding

At the end of this module, students should be able to:

1. Identify and explain a critical social theory, and critically evaluate its relevance to society
2. Critically analyse the value of critical theory in an examination of current initiatives in social policy
3. Apply a coherent understanding of relevant theoretical perspectives to contemporary social education practice
4. Identify and evaluate current research and scholarship in relation to critical theory, relevant social policy and social education practice
5. Evaluate the uncertainties, ambiguities and limitations in current social education practice and service delivery, and reflect upon and critically analyse the wider socio-political and policy contexts of practice

Transferable/Key Skills and other attributes:

The exercise of initiative and personal responsibility

The ability to develop patterns of independent learning and critical reflection in order to engage in continuing professional development

The ability to collaborate with others in pursuing shared objectives

The ability to communicate fluently both verbally and in writing.

The ability to demonstrate research, critical thinking, and scholarship abilities in relation to social educational policy and practice.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Working in pairs or triads, students will present a 45 minute seminar paper that identifies and explains at least one 'tradition' within critical social theory, and critically evaluate its on-going relevance to contemporary society.

Working individually students will complete a 5,000 word research paper that applies relevant critical social theory to an exploration and examination of an issue(s) relating to current social education policy and practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1	Presentation	20%		2,000

Two	2, 3, 4, & 5	Essay	80%		5,000
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Learning and Teaching Strategies:

The module will be delivered using a combination of formal lectures, guest speakers, workshops, group exercises and student-led seminars.

Use will be made of Moodle in order to enhance module delivery by providing details of lecture notes and supplementary reading and for students and tutors to take part in active learning dialogue.

Syllabus outline:

- The historical development of critical theory as a means of analysing society and contemporary trends in social policy
- A detailed consideration of the theoretical, socio-political and policy contexts in which social education takes place
- An examination of the current academic research within the field of critical theory, relevant social policy and social educational practice
- A critical analysis of power dynamics, professional status, and anti-oppressive practice within current social educational settings
- An informed consideration of the tensions which exist in current social education practice, particularly the process of deregulation of public services and the interplay between statutory, voluntary and private provision within a context of neoliberalism and austerity.

Bibliography

Essential reading:

Crossley, N	<i>Critical Social Theory</i> [2005]	Sage Publications, London
Darder <i>et al</i> [Eds]	<i>The Critical Pedagogy Reader</i> [2009]	Routledge, London
Hughes, G & Lewis, G [Eds]	<i>Unsettling Welfare</i> [1998]	Routledge, London
Layder, D	<i>Understanding Social Theory</i> [2006]	Sage Publications, London

Other indicative reading:

Appleby, J <i>et al</i> [Eds]	<i>Knowledge and Postmodernism</i>	[1996]	Routledge, London
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Appelrouth, S & Edles, L	<i>Classical & Contemporary Social Theory</i> [2012]	Sage Publications London
Bauman, Z	<i>Liquid Modernity</i> [2000]	John Wiley, New York
Bradford, S	Sociology, Youth & Youth Work	Palgrave, Basingstoke
Bryson L	Welfare and the State [1992]	Macmillan, London
Buchanan, I	<i>Oxford Dictionary of Critical Theory</i> [2010]	OUP, Oxford
Capra, F	<i>Hidden Connections</i> [2002]	Harper Collins, London
Clarke, J & Newman, J	<i>The Managerial State</i> [1997]	Sage Publications, London
Craig, G et al [Eds]	<i>The Community Development Reader</i> [2011]	Policy Press, Bristol
Goleman, D	<i>Emotional Intelligence</i> [2005]	Bantam, New York
Geuss, R	<i>The Idea of a critical theory</i> [1981]	Cambridge UP, Cambridge
Halford, S & Leonard, P	<i>Gender, Power and Organisations</i> [2001]	Palgrave, Basingstoke
Judt, T	<i>Ill fares the land</i> [2010]	Penguin, London
Lister, R	<i>Understanding theories and concepts</i> [2010]	Policy Press, Bristol
Lynch, K et al.	<i>Affective Equality</i> [2009]	Palgrave, Basingstoke
Ledwith, M & Springett, J	<i>Participatory Practice</i> [2010]	Policy Press, Bristol
McGilchrist, I	<i>The Master and his Emissary</i> [2009]	Yale University Press, New Haven
Robb, M & Thompson, R	<i>Critical practice with children and YP</i> [2010]	Policy Press, Bristol
Shaw, S	<i>Parents, Children, YP and the State</i> [2010]	Open University Press, Maidenhead

Websites

www.criticalsocialpolicy.org

www.criticalthinking.org

www.dissidentvoice.org

www.infed.org

www.indefenceofyouthwork.org

www.wales.gov.uk