Programme Curriculum for the Bachelor Programme in Sociology 2016

**Table of contents**

1. Introduction .................................................................................................................. 3
2. Title and affiliation ........................................................................................................ 3
3. Objectives and competency profile .............................................................................. 3
   3.1 Objectives .................................................................................................................. 3
   3.2 Competency profile .................................................................................................... 3
      3.2.1 Knowledge ........................................................................................................ 3
      3.2.2 Skills .................................................................................................................. 3
      3.2.3 Competencies ...................................................................................................... 4
   3.3 Admission requirements and restrictions .................................................................. 4
4. Content and academic profile ....................................................................................... 4
   4.1 The first-year exam ................................................................................................... 6
   4.2 Registration for courses and exams ......................................................................... 7
   4.3 Credits ..................................................................................................................... 7
5. Exam ............................................................................................................................. 7
   5.1 Exam catalogue ......................................................................................................... 8
      5.1.1 Oral exams ......................................................................................................... 8
      5.1.2 Written exams ................................................................................................... 8
      5.1.3 Active class participation ................................................................................ 9
      5.1.4 Bachelor project .............................................................................................. 9
   5.2 Assessment and grading ......................................................................................... 10
   5.3 Year 1 ..................................................................................................................... 10
      5.3.1 General Sociological Theory I and General Sociological Theory II ............. 10
      5.3.2 Basic Methodology of Social Sciences I ......................................................... 11
      5.3.3 Basic Methodology of Social Sciences II ....................................................... 13
      5.3.4 The Danish Society in Sociological Perspective ............................................ 14
      5.3.5 Science and Society ....................................................................................... 16
      5.3.6 Basic Statistics ............................................................................................... 17
### 5.4 Year Two

<table>
<thead>
<tr>
<th>5.4.1</th>
<th>Advanced Qualitative Methods</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.2</td>
<td>Culture, Lifestyle and Everyday Life</td>
<td>20</td>
</tr>
<tr>
<td>5.4.3</td>
<td>Advanced Quantitative Methods</td>
<td>21</td>
</tr>
<tr>
<td>5.4.4</td>
<td>Socio-cultural differentiation</td>
<td>23</td>
</tr>
<tr>
<td>5.4.5</td>
<td>Advanced quantitative research strategies</td>
<td>24</td>
</tr>
<tr>
<td>5.4.6</td>
<td>Knowledge, Organisation and Politics</td>
<td>25</td>
</tr>
<tr>
<td>5.4.7</td>
<td>Developments in modern sociological theory</td>
<td>26</td>
</tr>
<tr>
<td>5.4.8</td>
<td>Critical Reading and Re-analysis</td>
<td>27</td>
</tr>
</tbody>
</table>

### 5.5 Year 3

| 5.5.1  | Elective course                                                    | 28 |
| 5.5.2  | Methodologies and Analytical Design                                 | 29 |
| 5.5.3  | Applied Case-Study Analysis                                        | 29 |
| 5.5.4  | Bachelor project                                                   | 30 |
1 Introduction
This programme curriculum should be read in conjunction with the Curricula's Common Part for the Faculty of Social Sciences, which applies to all bachelor and master’s programmes run by the faculty. The Curricula's Common Part lays out rules that apply to all of the faculty’s programmes.

The programme curriculum was approved by the dean of the Faculty of Social Sciences and entered into force 1 September 2016.

2 Title and affiliation
Graduates of the bachelor programme in Sociology are entitled to use the Danish title Bachelor (BSc.) i sociologi. English version: Bachelor of Science (BSc.) in Sociology.

The study board is based in the Department of Sociology, University of Copenhagen

The programme’s external examiners are recruited from the body of external examiners for the programmes in Sociology at the University of Copenhagen, Aalborg University, and others.

3 Objectives and competency profile

3.1 Objectives
The objectives of the bachelor programme in Sociology are to provide students with broad knowledge of sociological theory and social-science methodology, the skills to identify, formulate and solve sociological problems, knowledge of related social sciences and to qualify them for professional employment and admission to a master’s programme.

3.2 Competency profile
On successful completion of the programme, graduates with a BSc. in Sociology will be able to:

3.2.1 Knowledge
- account for sociology as an academic discipline, the scientific theory underpinning the subject and its development in relation to society.
- give an account of the main theoretical traditions in sociology
- reflect on the key problems associated with these traditions, e.g. class, state, religion, allocation of responsibilities, power, modernity, social action, interaction, symbols and identity.
- understand Danish society’s basic structures and institutions and how they work.

3.2.2 Skills
- identify, formulate and illustrate sociological problems
- apply a broad spectrum of social-science methods, including
  o a broad spectrum of qualitative methods and analyse the data generated based on theoretical approaches, methodological considerations and experience
  o apply quantitative methods to acquire and analyse survey/questionnaire data and registry data and use software to perform both basic and advanced statistical analyses
- master the interplay between theory and empirical evidence in sociological research
- apply both qualitative and quantitative methods in practice
- speak and write about sociology.

3.2.3 Competencies
- evaluate the strengths and weaknesses of sociological studies of Danish and other societies, e.g. how particular institutions work, the population’s living conditions, the state, the labour market, everyday life, social inequality and marginalisation as well as cultural phenomena such as lifestyle, subcultures and minorities
- formulate a problem, construct a study design, acquire and structure data collection and analyse the empirical material generated
- work independently and apply their versatile mastery of methodology and grasp of a wide range of theory to a broad spectrum of sociological problems
- play a part in both sociological and interdisciplinary collaborations by contributing informed sociological observations and analyses
- take responsibility for their own and other people’s input into collaborative working situations
- take responsibility for their own and other people’s learning, including identifying their own learning needs and structuring their learning during the study programme.

3.3 Admission requirements and restrictions
Enrolment is as per the general rules for enrolment at the University of Copenhagen. The following admission requirements apply to all bachelor programmes in social science at Danish universities: Danish at A level, English at B level, and History/History of Ideas/Social Studies/Contemporary History at B level. Mathematics at B level is an admission requirement specific to the bachelor programme in Sociology.

4 Content and academic profile
The bachelor programme consists of all of the course elements in semesters 1–4 and 6, which are prescribed to a total of 150 ECTS credits,

as well as the elective courses in semester 5, which are prescribed to 30 ECTS credits.

Registration for course elements takes place in the order set out in the curriculum (see also the course catalogue). Students may also opt to study at a university abroad during part of their bachelor programme. Semester 5 is the mobility window for the programme. Exams taken at a university abroad may replace any of the programme modules if they are deemed to be at a corresponding academic level (see the section on credit transfers in this curriculum and the Curricula’s Common Part).

The programme concludes with a bachelor project. All other exams must be passed before it can be completed.
<table>
<thead>
<tr>
<th>Year 1</th>
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</thead>
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| **Semester 1** | General Sociological Theory I  
7.5 ECTS credits  
(Theory) | The Danish Society in Sociological Perspective  
7.5 ECTS credits  
(Theme) |
| | Elementary research methods for the social sciences I  
7.5 ECTS credits  
(Method) | Elementary research methods for the social sciences II  
7.5 ECTS credits  
(Method) |
| **Semester 2** | General Sociological Theory II  
7.5 ECTS credits  
(Theory) | Science and Society  
7.5 ECTS credits  
(Theory) |
| | Basic Statistics  
7.5 ECTS credits  
(Method) | Welfare, Inequality and Social Mobility  
7.5 ECTS credits  
(Theme) |

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<th>Year 2</th>
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| **Semester 3** | Advanced Qualitative Methods  
7.5 ECTS credits  
(Method) | Advanced Quantitative Methods  
7.5 ECTS credits  
(Method) |
| | Culture, Lifestyle and Everyday Life  
7.5 ECTS credits  
(Theme) | Socio-cultural differentiation  
7.5 ECTS credits  
(Theme) |
| **Semester 4** | Knowledge, Organisation and Politics  
7.5 ECTS credits  
(Theme) | Advanced quantitative research strategies  
7.5 ECTS credits  
(Method) |
| | Developments in modern sociological theory  
7.5 ECTS credits  
(Theory) | Critical Reading and Re-analysis  
7.5 ECTS credits  
(Theory) |
### Year 3

| Semester 5 (Mobility window) | Elective course  
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 ECTS credits</td>
</tr>
</tbody>
</table>

| Semester 6 | Methodologies and Analytical Design | 7.5 ECTS credits  
<table>
<thead>
<tr>
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<th></th>
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|               | Applied Case-study Analysis | 7.5 ECTS credits  
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<td></td>
<td>(Method)</td>
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|               | Bachelor project | 15 ECTS credits |

The course elements will be phased in over three years: elements in Year 1 during academic year 2016/2017, elements in Year 2 during academic year 2017/2018 and elements in Year 3 during academic year 2018/2019.

All of the course elements can be offered in English. If a course element is in English, the exam must also be in English. The course description on kurser.ku.dk stipulates whether a course is offered in English.

See Part 6, “Course Catalogue”, for a full description of the content and goal descriptions/learning objectives, etc. of all of the programme’s course elements. Additional and more detailed information is available in the online course catalogue at www.kurser.ku.dk.

### 4.1 The first-year exam

The first year of study comprises courses prescribed to a total of 60 ECTS credits. The activity requirement for the year, referred to as the first-year exam, is 45 ECTS credits, and is made up of the following courses:

- The Danish Society in Sociological Perspective (7.5 ECTS credits)
- Basic Methodology of Social Sciences I (7.5 ECTS credits)
- Basic Methodology of Social Sciences II (7.5 ECTS credits)
- General Sociological Theory II (7.5 ECTS credits)
- Science and Society (7.5 ECTS credits)
- Elementary Statistics (7.5 ECTS credits)
For further regulations, please refer to the section on first-year exams in the Faculty of Social Sciences' Curricula's Common Part.

4.2 Registration for courses and exams
In the first year of the bachelor programme, the administration registers students for courses and exams. For the remainder of the programme, students are personally responsible for registering for courses and exams.

Students who have been granted an exemption from the study-activity requirement are personally responsible for ensuring that they are registered for the correct course and exams.

4.3 Credits
The Programme Order specifies that ECTS credits from the bachelor programme in Sociology at Aalborg University can replace elements of this programme.

As a general rule, credits from other programmes, in Denmark and elsewhere, cannot be used to replace constituent course elements on this study programme. The only exceptions to this rule are when students transfer or change programmes and courses (completed or not) from previous study programmes.

Elective courses can be replaced by courses from other study programmes at the same level (in Denmark and abroad).

5 Exam
The exam forms used on the bachelor programme are: oral exams with synopses, written assignments, free written take-home essays, portfolio assignments, active class participation and assessment of the bachelor project. The descriptions of the individual course elements specify the form of exam and grading used for each one. Exams are held at the end of each course, although active class participation is by nature an ongoing process.

If the exam form is active class participation, the resit always takes the form of a free written take-home essay assessed Pass/Fail.

Group exams that include an oral component are always assessed individually (see the Curricula’s Common Part).

There are integrated written exams in a number of the compulsory course elements (see the course catalogue, Section 6). In addition, exams in multiple courses run at the same time can be merged into a single written exam (individual or group). This is a decision for the head of studies and the lecturers when deciding which courses to offer.
The syllabus for the courses is calculated at the same time as the workload for the course is determined. The extent of the syllabus is specified in the course description on kurser.ku.dk.

5.1 Exam catalogue
The exam catalogue lists the various forms of exam used on the programme. The exam form for compulsory course elements is specified in the course catalogue (see section 6). The exam form for elective courses is determined when the decision is made to offer the courses and is stipulated in the course description at kurser.ku.dk.

5.1.1 Oral exams
- Synopsis exam. Individually or in groups. Graded according to the 7-point scale. Internal or external grading.

An oral exam with synopsis consists of three elements: a written synopsis, an oral presentation and a subsequent conversation between the student(s), internal and external examiner. The written synopsis is not included in the assessment. Its sole purpose is to serve as a starting point for discussion during the oral exam.

The synopsis can be written in small groups (max. four students). If the synopsis is written by more than one student, the oral exam must be a group exam but it is graded individually. The exact rules for registration for group exams are published on the study pages on KUnet.

The length of a synopsis may vary from course to course but the maximum is three pages.

5.1.2 Written exams
- Written assignment. Individually or in groups. Graded according to the 7-point scale. Internal or external grading.

A written assignment addresses one or more questions. The exam is based on the course syllabus, i.e. the literature set by the lecturer. The deadline for submission of written assignments is between 48 hours and three weeks. It is determined jointly by the head of studies and lecturer and published in the course description on www.kurser.ku.dk.

The assignments may be written individually or in groups (max. four students). The exact rules for registration for group exams are published on the study pages on KUnet.

For courses prescribed to 7.5 ECTS credits, the written assignment must be max. 10 pages. For group assignments, an extra 5 pages are added per additional student. The maximum length of written assignments for courses prescribed to a different number of ECTS credits than 7.5 is adjusted proportionally to the number of credits.

- Free written take-home essay. Individually or in groups. Graded according to the 7-point scale. Internal or external grading.

Free written take-home essays are assignments for which students define and formulate a problem within the parameters of the course and based on an individual exam syllabus. The individual exam syllabus consists of literature chosen freely by the students – albeit with due regard to literature read during the
course – within the parameters of the course description for the course concerned, as per the course catalogue. Free written take-home essays are written individually or in groups (max. 4 students). The exact rules for registration for group exams are published on the study pages on KUnet. The assignments may be written individually or in groups.

For courses prescribed to 7.5 ECTS credits, the free written take-home essay must be max. 10 pages. For group assignments, an extra 5 pages are added per additional student. The maximum length of free written take-home essays for courses prescribed to a different number of ECTS credits than 7.5 is adjusted proportionally to the number of credits. The individual exam syllabus for free written take-home essays is set by the students within the parameters of the course description.

For courses where the ordinary exam form consists of active participation, resits are always free written take-home essays assessed Pass/Fail.

- Portfolio assignment. Individually or in groups. Graded according to the 7-point scale. Internal or external grading.

A portfolio assignment is defined as a series of short assignments that address one or more set questions. The exam is based on the course syllabus, i.e. the literature set by the lecturer. The assignments may be written as the course progresses. Provided students submit their assignments by the deadlines, feedback is offered during the course. Assignments can be reworked on the basis of the feedback. The number of assignments and details of the feedback options are decided jointly by the head of studies and the lecturer and published in the course description on www.kurser.ku.dk. All of the assignments are submitted together for assessment at the end of the course.

Portfolio assignments may be written individually or in small groups (max. four students). The exact rules for registration for group exams are published on the study pages on KUnet.

For courses prescribed to 7.5 ECTS credits, the total portfolio assignments must be max. 10 pages. For group assignments, an extra 5 pages are added per additional student. The maximum length for courses prescribed to a different number of ECTS credits than 7.5 is adjusted proportionally to the number of credits.

5.1.3 Active class participation.
- Active class participation. Pass/Fail

Active class participation is defined as students making oral presentations, submitting one or more short compulsory assignments, e.g. essays, papers, portfolio assignments or acting as an opponent for other students’ written products during the course. The precise elements of each course are decided jointly by the head of studies and the lecturer at the start of the course and published in the course description on www.kurser.ku.dk.

The exam for active participation is assessed Pass/Fail. Resits always take the form of a free written take-home essay assessed Pass/Fail.

5.1.4 Bachelor project
The bachelor project, as an exam form, is described in the course catalogue (section 6).
The formalities and exact nature of some of the exam forms are also laid out in the General Exam Rules. Please note the requirement that all papers must be accompanied by a 'solemn declaration'. The General Exam Rules are published on the study page on KUnet and all students are expected to read them before the exam.

5.2 Assessment and grading
Min. 1/3 of the course elements must be assessed by external examiners:

- Science and Society, 7.5 ECTS credits
- Culture, Lifestyle and Everyday Life, 7.5 ECTS credits
- Advanced Qualitative Methods, 7.5 ECTS credits
- Knowledge, Organisation and Politics, 7.5 ECTS credits
- Contemporary Strategies for Statistical Analysis, 7.5 ECTS credits
- The Evolution of Sociological Theory, 7.5 ECTS credits
- Bachelor project: 15 ECTS credits

Max. 1/3 of the ECTS credits may be from exams assessed Pass/Fail.

6. Course Catalogue
The course catalogue contains further details of the content and the descriptions of objectives/learning objectives for the course elements.

5.3 Year 1

5.3.1 General Sociological Theory I and General Sociological Theory II
Knowledge
This course serves as the basis for the other courses on the programme and includes an introduction to key sociological problems and the formation of theories and concepts. The more general objective is to teach students to

- understand the main theoretical traditions in sociology, their problems and perspectives
- understand key sociological concepts and domains (e.g. class, state, religion, allocation of responsibilities, power, modernity, social action, interaction, symbols and identity)
- compare different genres and types of sociological theory (systematic theory vs essay theory, 'grand theories', 'middle-range theories' etc.).

Skills
Specifically, students learn to:
• describe and summarise the principal theoretical traditions and key theories of sociology
• put these traditions into a historical and social perspective
• compare and draw connections between individual schools of thought and identify differences and similarities between the main traditions, schools or paradigms
• analyse the strengths and weaknesses of individual theories and theorists
• reflect on the theories’ relevance to understanding social reality on the basis of themes that transcend the different theories (see the domains above);
• demonstrate an understanding of the syllabus and the ability to select relevant literature for use in written assignments.

Competencies

The course teaches students to

• identify sociological problems
• account for key theories and concepts
• analyse relevant elements of social reality on the basis of sociological problems and perspectives
• reflect on the sociological legacy in a manner that is both critical and creative.

Exam form for General Sociological Theory I: Active class participation. Pass/Fail

Active participation in the form of individual submission of a number of short portfolio assignments during Semester 1. Resits take the form of a free written take-home essay assessed Pass/Fail.

Exam form for General Sociological Theory II: Portfolio assignment. Individual or group. Graded according to the 7-point scale. Internal grading.

All of the assignments are submitted together for assessment at the end of the course. Individual or group (max. 4 students). The portfolio assignments must amount to a total of max. 10 pages. For group assignments, an extra 5 pages are added per additional student.

The course elements are prescribed to 7.5 ECTS credits each.

5.3.2 Basic Methodology of Social Sciences I

The course includes a general introduction to quantitative social-science methodology and focuses on the survey. The objective is for students to acquire insight into and practical experience of basic methodological concepts and the various phases of a survey – from problem formulation to reporting. The course includes a separate module during which students are introduced to statistical analysis software.

Knowledge

At the end of the course, students are expected to be able to:

• account for key concepts in the literature on surveys
• describe the pros and cons of the various methods of data acquisition account the for strengths and weaknesses of the on-the-spot interview by referring to personal experience of the questionnaire used
• make explicit their own qualifications for formulating problems and concepts and then reflecting critically on them
• understand basic survey and sample design
• classify variables according to their different levels of measurement and explain which descriptive measurements are relevant to each level (average, median, mode, etc)
• distinguish between theoretical and empirical hypotheses
• reflect on the general points from the methodology literature in the syllabus in relation to their own experiences with the acquisition and analysis of empirical data
• explain the logic behind non-response analysis and key concepts such as representativeness, population, sample, analysis selection
• account for the ethical considerations associated with surveys.

Skills
At the end of the course, students are expected to be able to:

• justify the choice of topic for surveys with reference to social topicality and/or sociological need for knowledge
• formulate and justify a simple problem ideal for studying by means of a survey
• identify and define relevant sociological concepts and construct simple models and hypotheses for the relationships between them
• formulate theoretical and empirical hypotheses and justify them with reference to explicit assumptions about relationships in social reality.
• formulate survey questions that operationalise the theoretical concepts in the form of empirical variables and argue in favour of the choice of empirical dimensions in the operationalisation process
• test their own survey questions and review them in the light of the tests
• evaluate the validity and reliability of their own questions in the light of the analysis of the data acquired
• prepare data for analysis and use statistics software to conduct simple univariate, bivariate and multivariate analyses
• carry out a non-response analysis of the representativeness of the selection using known variables
• discuss and put into perspective the analytical findings in relation to the problem formulation, preconceptions and theoretical hypotheses; identify perspectives and limitations in the outcomes of the analysis
• discuss the strengths and limitations of surveys as a method in the light of their own experience
• report on the progress and results of the study as a whole, including presenting the key results in the form of tables and graphs.

Competencies

• At the end of the course, students are expected to be able to:
• plan and implement a survey independently and working with others, all the way from problem formulation to reporting, including conducting simple analyses of data using relevant software
• Use the methodology literature actively to argue in favour of the choices made during the process and reflect critically on their consequences
• convey the results in writing and in speech and using tables and graphs
• incorporate ethical considerations into the planning of the survey and the analysis.

Form of exam for Basic Methodology of Social Sciences I: Active class participation. Pass/Fail.

Active participation in the form of involvement in the preparation and acquisition of data and writing compulsory exercises for the survey assessed Pass/Fail. Resits take the form of a free written take-home essay assessed Pass/Fail.

The course element is prescribed to 7.5 ECTS credits.

5.3.3 Basic Methodology of Social Sciences II
The course includes a general introduction to qualitative methodology in the social sciences, focusing on the qualitative research interview. The objective is for students to acquire insight into and practical experience of basic methodological concepts and the various stages of an interview survey from problem formulation to reporting.

Note: Basic Methodology of Social Sciences II must be taken at the same time as The Danish Society in Sociological Perspective.

Knowledge
At the end of the course, students are expected to be able to:
• account for key concepts in qualitative methodology literature
• describe the pros and cons of the various methods of producing qualitative data, e.g. interviews, focus groups, observation and document studies. accounts for strengths and weaknesses of qualitative research interviews by referring to personal experience
• make explicit their own qualifications for formulating problems and concepts and then reflecting critically on them
• distinguish between inductive and deductive survey strategies
• account for different strategies for the selection of case studies, data acquisition, transcription and analysis of interview data
• reflect on the general points from the methodology literature in the syllabus in relation to their own experiences with the acquisition and analysis of empirical data
• account for the ethical considerations associated with interview surveys

Skills
At the end of the course, students are expected to be able to:
• justify the choice of topic for surveys with reference to social topicality and/or sociological need for knowledge
• formulate and justify a simple problem ideal for studying by means of a qualitative survey
• select interviewees and draw up interview guides that make it possible to shed light on the problem
• conduct a pilot interview and revise the study design on the basis of it
• conduct and transcribe qualitative semi-structured interviews
• analyse interview data using software for qualitative analysis
• evaluate the quality of their own study design in the light of the analysis of the data acquired
• discuss and put into perspective the analytical findings in relation to the problem formulation, preconceptions and theoretical hypotheses; identify perspectives and limitations in the outcomes of the analysis
• discuss the strengths and limitations of the interview as a method in the light of their own experience
• report on the progress and results of the study as a whole,

Competencies

At the end of the course, students are expected to be able to:

• plan and implement an interview survey independently and working with others, all the way from problem formulation to reporting, including conducting simple analyses of data using relevant software
• Use the methodology literature actively to argue in favour of the choices made during the process and reflect critically on their consequences
• communicate the results of the study
• incorporate ethical considerations into the planning of the survey and the analysis.

Exam form for Basic Methodology of Social Sciences II: Written assignment (integrated). Individual or group. Graded according to the 7-point scale. Internal grading. Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Students have three weeks to produce an integrated written assignment for Basic Methodology of Social Sciences II and The Danish Society in Sociological Perspective. Individual or group (max. 4 students). The assignment must be max. 15 pages. For group assignments, an extra 5 pages are added per additional student.

The course element is prescribed to 7.5 ECTS credits.

5.3.4 The Danish Society in Sociological Perspective
The Danish Society in Sociological Perspective introduces a number of theories and concepts in relation to some of the key institutions and areas in Danish society, e.g. education, housing and health.

Knowledge

The objective is to teach students how to:

• describe the institutions and areas of Danish society discussed during the course
• refer to, explain and apply the theories dealt with on the course in relation to the institutions and areas covered
• understand and explain the interplay between theory and empirical methods in sociological research and, more specifically, in relation to the areas of Danish society covered by the course
• understand and explain the relationship and interplay between the different areas, e.g. family, education, health and employment
• reflect on the strengths and weaknesses of the course literature in relation to the selected institutions and areas as well as the associated concepts and theories.

Skills

Students acquire skills to:
• formulate a defined and precise problem related to a selected theme to do with Danish society
• analyse key institutions and areas of Danish society by looking at relevant theories, concepts and empirical evidence
• connect relevant theory and empirical data in a specific area and transcending different areas (e.g. the relationship between education and health) in Danish society.
• reflect on and adopt a critical approach to empirical evidence, concepts and theories used on the course; including, where appropriate, by incorporating competing theories and concepts as well as additional empirical material.

Competencies

The course provides students with competencies to:
• understand and analyse key institutions and areas in Danish society
• combine and analyse different areas of Danish society – e.g. education, health and employment
• transfer theories and concepts to other institutions and areas in Danish society and use them to analyse different types of problems than those covered by the course.

Note: The Danish Society in Sociological Perspective must be taken at the same time as Basic Methodology of Social Sciences II

Exam form: Written assignment (integrated). Individual or group. Graded according to the 7-point scale. Internal grading. Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Students have three weeks to produce an integrated written assignment for The Danish Society in Sociological Perspective and Basic Methodology of Social Sciences II. Individual or group (max. 4 students). The assignment must be max. 15 pages. For group assignments, an extra 5 pages are added per additional student.

The course is prescribed to 7.5 ECTS credits.
5.3.5 Science and Society
The objective of the course is to introduce students to the key science-theoretical and methodological problems relevant to sociology, including by looking at sociological research in the context of the history of ideas and its political context.

Knowledge
Students acquire basic knowledge of key science-theoretical currents (e.g. positivism, hermeneutics, social constructivism, etc.), as well as their historical and contemporary significance for sociology. Students learn to

- understand the main methodological questions in sociology, for example about types of explanation and methods – individualism, collectivism and relationism – in order to build up an overview of key and historically-shifting ways in which sociology conceptualises social life
- reflect on the relationship between sociology and moral and political values, including in the form of problems related to research ethics.

Skills
The course familiarises students with the epistemological and methodological assumptions that underpin sociological theories, methodology and types of explanation. Students learn to

- understand and master key science-theoretical concepts
- evaluate the specific epistemological, methodological and moral and political problems raised by a given theory, methodological approach or study
- critically compare and assess the relevance of these questions to a sociological study.

Competencies
At the end of the course, students are able to

- analyse new and specific examples of sociological research practice independently, in relation to the epistemological, methodological and moral-political assumptions that exert influence on the knowledge produced
- process and translate these insights into critical reflection on their own and other people's sociological research practice, including in the context of the history of ideas and its political context

Exam form: Oral exam with synopsis, individual or group. Graded according to the 7-point scale. External grading.

The synopsis (max. three pages) may be written in small groups (max. four students). The oral exam is a group exam but it is graded individually.

The course is prescribed to 7.5 ECTS credits.
5.3.6 Basic Statistics

The objective of the course is to continue to introduce students to quantitative methods and basic statistics. The course builds on the knowledge and skills acquired in Basic Methodology of Social Sciences I.

Knowledge

The course introduces students to

- elementary sampling theory
- basic probability calculus
- discrete and continuous variables
- frequency tables and cross-reference tables
- statistical moments such as mean and variance
- statistical test theory, e.g. in the form of hypothesis testing through t-tests and chi^2-tests,
- basic statistical measurements of relations such as correlations and statistical controls in cross-reference tables.

Students learn to account for these topics. They learn to explain the logic behind the use of statistical moments, statistical test theory and statistical control in cross-reference tables in social science research. They also learn to reflect on the potential and limitations of statistical generalisation, statistical control and the use of statistical moments and measurements of relations.

Skills

The course gives students the opportunity to master basic statistical calculations and tests using standard software such as Excel and Stata. Students learn to

- formulate, implement and justify the choice of statistical hypothesis tests, e.g. for mean values and cross-reference tables
- calculate and use statistical moments such as mean and variance
- read and report on frequency tables and cross-reference tables
- calculate and apply basic measurements of relations such as correlations and chi^2-tests
- use statistical controls in cross-reference tables by checking the relation between two variables for a third variable,
- present and convey the results of statistical analyses of a given problem
- evaluate critically their empirical results in relation to a given problem in a way that demonstrates an understanding of quantitative data and methodology, including its potential and limitations.

Competencies

The course provides students with competencies to:

- acquire advanced quantitative methods such as regression analysis
- convert their knowledge and skills in quantitative analyses in research and as consultants by, for example, being able to plan and draw up reports or studies involving regression analysis.
Exam form: Portfolio assignment (integrated). Individual. Graded according to the 7-point scale. Internal grading.

Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Integrated portfolio assignment in the courses Basic Statistics and Welfare, Inequality and Social Mobility. All of the assignments are submitted together for assessment at the end of the course. The portfolio assignments can only be written individually and the exam cannot be taken as a group.

The portfolio assignments must amount to a total of max. 15 pages.

The course is prescribed to 7.5 ECTS credits.

5.3.7 Welfare, Inequality and Social Mobility

Knowledge

The objective of Welfare, inequality and Mobility is to introduce students to theory and empirical data on the distribution of welfare in Denmark. The course looks at welfare provision in different population groups in relation to factors such as income, education, employment, health and consumption. Students learn to understand:

- welfare at individual level across all generations (e.g. social and economic mobility, social inheritance) and at macro level (e.g. the way the welfare systems are designed and social cohesion).
- how to describe and reflect on income distribution in Denmark in the broad sense, e.g. in relation to poverty and marginalisation, living conditions and social mobility.

Skills

Students learn to:

- connect relevant theory with empirical data in a specific welfare area
- combine theory and empirical data across welfare areas.

Competencies

At the end of the course, students will be able to:

- understand and analyse social differentiation in relation to social policy, employment policy, educational policy, etc.
- generate and use new insights into the forms of welfare provision and their development – for the population in general, for specific vulnerable groups and across generations
- apply knowledge acquired from theory, empirical evidence and their own analyses to provide advice on specific topics.

Note: Welfare, Inequality and Mobility must be taken at the same time as Elementary Statistics.
Exam form: Portfolio assignment (integrated). Individual. Graded according to the 7-point scale. Internal grading.

Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Integrated portfolio assignment in the courses Welfare, Inequality and Social Mobility and Elementary Statistics. All of the assignments are submitted together for assessment at the end of the course. The portfolio assignments can only be written individually and the exam cannot be taken as a group.

The portfolio assignments must amount to a total of max. 15 pages.

The course is prescribed to 7.5 ECTS credits.

5.4 Year Two

5.4.1 Advanced Qualitative Methods

Knowledge

The course aims to provide students with advanced insights into a wide range of qualitative methods – interviews, observations and documentary analysis – for use in the production of empirical evidence and analysis in work on sociological problems. This requires that students are able, on a well-defined and precise problem, to

- conduct qualitative surveys
- justify the sub-elements in these surveys, i.e. 1) choice of domain and problem statement, (2) use of one or more qualitative methods, (3) choice of analysis strategy and science-theoretical position
- reflect on validity requirements and ethical problems.

Skills

The course develops students' skills in the design, implementation and quality assurance of qualitative studies. Students learn to

- understand different analysis traditions in qualitative research, including symbolic interactionism, hermeneutics and phenomenology
- understand how these approaches to analysis are used in specific research practices
- master various methodological approaches (e.g. interviews and observations)
- reflect on the potential and limitations inherent in different methodologies
- identify and adopt a critical approach to the internal dynamics between the research's sub-elements, including the relationship between method, empirical evidence and theory.

Competencies
Students learn to design and conduct sociological surveys using various qualitative methods, as well as to report on and communicate the results. At the end of the course, students are able to

- justify the choice of different analysis strategies and methods, including how they are combined
- apply analysis strategies and methods to specific social problems and domains

understand and adopt a constructive and critical approach to knowledge produced by qualitative methods, including the validity of surveys, research-ethical problems and the usability of the results in practice.

Note: Advanced Qualitative Methods must be taken at the same time as Culture, Lifestyle and Everyday Life.

Exam form: Portfolio assignment (integrated). Individually or in groups. Graded according to the 7-point scale. External grading.

Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Integrated portfolio assignment in the subjects Advanced Qualitative Methods and Culture, Lifestyle and Everyday Life. All of the assignments are submitted together for assessment at the end of the course. Portfolio assignments may be written individually or in small groups (max. four students).

The portfolio assignments must amount to a total of max. 15 pages. For group assignments, an extra 5 pages are added per additional student.

The course is prescribed to 7.5 ECTS credits.

5.4.2 Culture, Lifestyle and Everyday Life

The course focuses on key studies and the formation of concepts in cultural sociology, including opinion forming, construction of identity and communities as well as cultural forms. A key part of the course is to understand how everyday life varies and develops, as well as how a range of flexible everyday relationships and interactions organise and makes sense of people's lives. The course studies conditions at different levels, ranging from the individual to groups, communities, national and global, and places particular emphasis on particularly problem-oriented areas.

Knowledge

Students learn to

- describe and explain key cultural and lifestyle themes in post-modern society
- understand theories and transfer these to new situations, i.e. incorporate the theories and existing research results into independent new hypotheses and concepts.

Skills

Students learn to
• analyse and assess specific social institutions and process phenomena based on specific sociological theories in the areas of culture, lifestyle and everyday life
• reflect independently and critically on theories and empirical studies.

Competencies.

Students are able to

• apply analytical perspectives to encounters with other sociological approaches
• develop qualified analyses of specific phenomena connected to the course themes, including applying theories and concepts from the course to reflect on and put into perspective the literature in the area
• conduct their own empirically based analyses.

Note: Culture, Lifestyle and Everyday Life must be taken at the same time as Advanced Qualitative Methods.

Exam form: Portfolio assignment (integrated). Individually or in groups. Graded according to the 7-point scale. External grading. Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Integrated portfolio assignment in the courses Culture, Lifestyle and Everyday Life and Advanced Qualitative Methods. All of the assignments are submitted together for assessment at the end of the course. Portfolio assignments may be written individually or in small groups (max. four students).

The portfolio assignments must amount to a total of max.15 pages. For group assignments, an extra 5 pages are added per additional student.

The course is prescribed to 7.5 ECTS credits.

5.4.3 Advanced Quantitative Methods
The objective of the course is to provide students with an introduction to advanced quantitative methods and their application in sociological research. The course builds on the knowledge and skills acquired in Elementary Statistics.

Knowledge

The course introduces students to regression analysis and its uses in sociological research. Students acquire knowledge of:

• simple and multiple linear regression
• simple and multiple logistic regression
• functional form
• statistical tests and their use in regression analysis
• the assumptions behind regression analysis and their significance for coefficients and standard errors
• model control of regression models
• statistical control, forward search models and their use in sociological research
• interaction effects and their use in sociological research.

Students must be able to account for these topics, explain the logic behind the use of regression analysis and forward search models and reflect on the potential and limitations inherent in the use of regression analysis in sociological research.

Skills

The course provides students with skills to master regression analysis in practice using standard software such as Stata. Students learn to

• carry out simple and multiple regression analysis, including
  o interpret the regression coefficients
  o interpret the determination coefficients
  o apply statistical tests to test hypotheses that are relevant to a given problem
  o apply and interpret statistical control and forward search models in a way relevant to a given problem
  o apply and interpret interaction effects in a relevant manner in relation to a given problem
  o use model control
• present and communicate results based on regression analyses in relation to a given problem
• evaluate critically their empirical results in relation to a given problem in a way that demonstrates an understanding of regression analysis in sociological research, including its potential and limitations.

Competencies

At the end of the course, students are able to

• deploy advanced quantitative methods such as factor analysis, multi-level models or quasi-experimental methods
• convert their knowledge and skills in advanced quantitative analyses in research and as consultants by, for example, being able to plan and draw up reports or studies involving regression analysis.

Note: Advanced Quantitative Methods must be taken at the same time as Social Differentiation Studies.

Exam form: Portfolio assignment (integrated). Individually or in groups. Graded according to the 7-point scale. Internal grading. Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Integrated portfolio assignment in the subjects Advanced Quantitative Methods and Social Differentiation Studies. All of the assignments are submitted together for assessment at the end of the course. Portfolio assignments may be written individually or in small groups (max. four students).
The portfolio assignments must amount to a total of max. 15 pages. For group assignments, an extra 5 pages are added per additional student.

The course is prescribed to 7.5 ECTS credits.

5.4.4 Socio-cultural differentiation

The objective of the course is to focus on key theories and concepts within the different forms of cultural and social differentiation and on dynamics that generate equality and inequality and which transcend sociological theory and methods. Important forms of stratification include gender, ethnicity, nationality, sexuality, class, disability and religion. The various forms of stratification and their relations can be studied by means of intra-, inter- and anti-categorical analyses. The nature and evolution of different types of social practice and values among population groups and nations in a European and global perspective.

Knowledge

Students learn to

- understand how different social and identity categories work together and create different opportunities and conditions for individuals and groups
- describe the categories’ mutual relations, history and current forms in the interface between similarity and recognition, discrimination and potential changes
- analyse different forms of intersectional identities and practices in a range of institutional and policy contexts.

Skills

The course teaches students to

- account for the formation of key concepts and theories
- use intersectional categories and perspectives in a series of institutional contexts, e.g. policy processes.
- use concepts, categories and perspectives in qualitative, quantitative and mixed-method sociological analyses.

Competencies:

At the end of the course, students are able to

- evaluate and apply the theories and methods presented in a critical perspective
- independently apply and differentiate theories and methods on selected cases

Note: Social Differentiation Studies must be taken at the same time as Advanced Quantitative Methods.

Exam form: Portfolio assignment (integrated). Individually or in groups. Graded according to the 7-point scale. Internal grading. Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.
Integrated portfolio assignment in the courses Social Differentiation Studies and Advanced Quantitative Methods. All of the assignments are submitted together for assessment at the end of the course. Portfolio assignments may be written individually or in small groups (max. four students).

The portfolio assignments must amount to a total of max. 15 pages. For group assignments, an extra 5 pages are added per additional student.

The course is prescribed to 7.5 ECTS credits.

5.4.5 Advanced quantitative research strategies
The objective of the course is to provide students with an introduction to a broad repertoire of quantitative analytical methods for the classification of and pattern recognition in the data used in social science reports and research. To a certain extent, the course builds on the knowledge and skills acquired in Basic Statistics and Advanced Quantitative Methods.

Knowledge
The course introduces students to a range of methods for the classification of and pattern recognition in statistical data, as well as to the theoretically informed analysis strategies in the form of forward search models. Methods for the classification of and pattern recognition in data cover descriptive methods that classify either variables or individuals. Examples of specific methods include factor analysis, cluster analysis, multiple correspondence analysis and social network analysis, including using digital methods. Students learn to

- understand these methods and their application in sociological research
- master some of these methods in practice.

Skills
The course gives students the chance to use standard software, e.g. Stata, to master one or more methods for the classification of and pattern recognition in statistical data in practice, and to apply theoretically informed forward search models as an analysis strategy. They also learn to account for the logic in different measurement models, including the difference between manifest and latent variables. Specifically, students learn to:

- use – including justify the choice of, interpret results produced by, present and convey results from – one or more methods for the classification of and pattern recognition in data in relation to a given problem
- use forward search models in a theoretically informed manner, including arguing in favour of the choice of variable and model-seeking strategy in relation to a given problem
- evaluate critically and reflect on their empirical analysis in relation to a given problem in a way that demonstrates understanding of the use of methods for classification of data in sociological research, including their potential and limitations
- read and critically relate to sociological research literature, which uses methods to classify and recognise patterns in data.
Competencies

At the end of the course, students are able to

- convert their knowledge and skills in research and as consultants by planning and performing analyses that involve the classification of and pattern recognition in data, e.g. segment analyses in a theoretically informed manner
- acquire other advanced quantitative methods at master's level, such as quasi-experimental methods, multi-level models or latent class analysis
- understand, assess and engage independently in sociological studies that use these methods.

Note: Contemporary Strategies for Statistical Analysis must be taken at the same time as Knowledge, Organisation and Politics.

Exam form: Portfolio assignment (integrated). Individually or in groups. Graded according to the 7-point scale. External grading. Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Integrated portfolio assignment in the subjects Advanced quantitative research strategies and Knowledge, Organisation and Politics. All of the assignments are submitted together for assessment at the end of the course. Portfolio assignments may be written individually or in small groups (max. four students).

The portfolio assignments must amount to a total of max. 15 pages. For group assignments, an extra 5 pages are added per additional student.

The course is prescribed to 7.5 ECTS credits.

5.4.6 Knowledge, Organisation and Politics

The objective of the course is to examine how knowledge and political power are connected in processes that take place both internally in and between different types of organisations and sectors. The course covers formal and informal forms of politics in both private and public organisations and at all levels.

Knowledge

The course provides students with basic insight into concepts and theories of significance to the study of how knowledge, organisation and politics affect each other, including bureaucracy, administration, forms of control and power, political trust, civil society, professions and expert knowledge. Students learn to

- understand the nature of the Danish political system in a broad sense, and in a comparative and international perspective, in the form of analyses of democratic processes, which involve several forms and levels of politically relevant organisation (e.g. administrative bodies, interest organisations, private companies, social movements/NGOs, think tanks, international organisations (including in particular the EU) etc.).

Skills
The course provides students with conceptual tools and tangible insight for comparing and evaluating sociological analyses of key forms of control and power in modern societies, their strengths and weaknesses. Students learn to

- conduct their own analyses of both public and private organisations' internal and external processes in relation to the formulation and implementation of policy, including the role of professions and experts in the processes.

Competencies

At the end of the course, students are able to

- identify and analyse key problems in organisational contexts where knowledge and policy interact
- convert and transfer sociological concepts and insights from the study of one policy area to another
- reflect on their own academic and sociological knowledge in relation to other professional groups’ knowledge of various organisational and political fields.

Note: Knowledge, Organisation and Politics must be taken at the same time as Contemporary Strategies for Statistical Analysis.

Exam form: Portfolio assignment (integrated). Individually or in groups. Graded according to the 7-point scale. External grading. Separate grades are given for each of the two integrated courses.

Students who fail one of the two integrated courses are offered a resit in it.

Integrated portfolio assignment in the courses Knowledge, Organisation and Politics, and Contemporary Strategies for Statistical Analysis. All of the assignments are submitted together for assessment at the end of the course. Portfolio assignments may be written individually or in small groups (max. four students).

The portfolio assignments must amount to a total of max. 15 pages. For group assignments, an extra 5 pages are added per additional student.

The course is prescribed to 7.5 ECTS credits.

5.4.7 Developments in modern sociological theory

The course includes a discussion of topical sociological themes based on the application of a cross-section of sociological concepts and theories. The course develops the knowledge acquired on General Sociological Theory.

Knowledge

The more general objective is for students to obtain a more in-depth knowledge of key trends in sociology. The reading list includes classic, modern and contemporary theory.

Students learn to:
• understand and reflect on classic, modern and contemporary trends in sociological theory
• evaluate the relevance of these in relation to analyses of contemporary social and/or theoretical analytical problems.

Skills

Students learn to

• discuss the sense in which contemporary sociological theory marks continuity or a break with classic sociology
• discuss and analyse the main traditions of classical and contemporary sociological theory in relation to selected themes
• mark the continuity and breaks in the evolution of sociological theory.

Competencies

At the end of the course, students are able to

• formulate significant problems related to the evolution of sociological theory
• relate in an insightful manner to the links between theory and empirical data.

Exam form: Oral exam with synopsis. Individual. Graded according to the 7-point scale. External grading.

The synopsis (max. three pages) can only be written individually and the exam cannot be taken as a group.
In addition to the set syllabus students may also include additional literature in their exam syllabus.

The course is prescribed to 7.5 ECTS credits.

5.4.8 Critical Reading and Re-analysis
The course consists of reading important sociological works and specific studies, as well as theoretical and empirical supplementary literature related to those texts.

Knowledge

The course provides students with in-depth knowledge of a range of important sociological works and studies, as well as theoretical and empirical discussions of them. In this way, students acquire knowledge of the way theory and concepts are developed and applied in specific sociological studies of historical and contemporary nature and in dialogue with methods and empirical domains. Students learn to:

• understand and reflect on the role theoretical concepts play in sociological studies, including the use of different types of concepts at different levels of abstraction and generalisation
• understand what makes certain studies an important part of the sociological tradition
• identify and analyse the way sociological works, theories and concepts are discussed, critiqued and revised in new social contexts

Skills
Students practise skills to independently read and re-analyse existing theory and concepts. Students learn to

- evaluate the impact and relevance of theory and concepts in relation to the sociological discussion of these texts, including in relation to the topical studies and social contexts
- compare and evaluate the nature of the various works and studies in relation to the sociological theory and research tradition, as well as to transfer this knowledge to other academic and professional contexts.

Competencies

The course provides students with the competencies to work constructively, critically and independently with, and on, theoretical concepts, in dialogue with specific sociological studies, problems and themes. This means that students are able to

- develop and relate to their own concepts, analyses and studies either on their own or in groups.

Exam form: Active class participation. Pass/Fail

Active participation in the form of regular oral presentations or short written assignments. Resits take the form of a free written take-home essay assessed Pass/Fail.

The course element is prescribed to 7.5 ECTS credits.

5.5 Year 3

5.5.1 Elective course

The objective of the elective course is to provide students with a broader knowledge outside the actual sociological area. The course provides them with a broader academic foundation and the opportunity to specialise in an area in which they have a particular interest.

Elective courses can be replaced by courses from other study programmes at the same level (in Denmark and abroad).

Pre-approval of credit transfer is required for elective courses taken outside the Department of Sociology. Elective courses taken at other institutions are assessed according to the general rules for the course at the department concerned. The descriptions of objectives for courses in other departments are included in the curricula/course plans for the programmes concerned. The description of objectives/learning objectives for elective courses in the Department of Sociology are included in the course plan for the semester concerned.

Exam form: For each course, an exam form from the exam catalogue (see Section 5) is chosen. The exam form for each course is then published in the course description on www.kurser.ku.dk.

During the bachelor programme, students must pass exams in elective courses corresponding to a minimum of 30 ECTS credits.
5.5.2 Methodologies and Analytical Design
The course is practical and constitutes a continuation of the methodological-sociological concepts and skills acquired earlier in the programme. The focus is on developing students' skills in designing and conducting sociological research studies.

Knowledge
The course provides students with an overview of key methodological boundaries and interfaces in contemporary sociology, including in relation to its epistemological basis, views of types of explanation and in relation to moral-political values. Students learn to

- understand and use a number of methodological tools in practice
- think through and design a sociological study, including ensuring coherence between its theoretical, methodological and empirical elements
- reflect on idea generation (heuristics), selection of case studies and empirical data and theorising as key aspects of the design and implementation of sociological studies.

Skills
The course teaches students to

- use methodological tools and concepts to design and conduct a sociological study
- localise, compare, assess and cope with typical challenges and useful practical approaches in the design and implementation of different types of sociological studies — qualitative as well as quantitative — and in dialogue with existing research literature.

Competencies
At the end of the course, students are able to

- use key methodological tools to design and implement all aspects of a sociological study
- acquire — as part of the preliminary work for their own studies — new research-based knowledge of a sociological topic of their own choosing, e.g. in the form of literature searches, literature reviews and literature analysis.

Exam form: Oral exam with synopsis, individual or group. Graded according to the 7-point scale. Internal grading.

The synopsis (max. three pages) may be written in small groups (max. four students). The oral exam is a group exam, but it is graded individually.

The course is prescribed to 7.5 ECTS credits.

5.5.3 Applied Case-Study Analysis
The objective of the course is to introduce the concept of the case study and to shed light on what constitutes a sociological case study. The focus is on whether or not — and possibly how — analysis of a case study makes it possible to extrapolate on a sociological problem from a social problem or a specific incident, event, situation or phenomenon. This includes work with how a case study can be specified and
perhaps have its own validity as a statement, as well as initiate processes, e.g. in thinking, idea
development, innovation and policy. Key parts of this course include introduction to case-based methods,
process studies, systematic construction of case studies, conducting comparative case analyse - and what
case-study methods and analyses can be criticised for.

Knowledge

Students learn to

- account for what a sociological case study is
- reflect on the methods and theories best suited to analyse a selected case study
- account for various types of case studies, e.g. theoretical, empirical or methodological
- reflect on problems related to research ethics in connection with the construction of case studies.

Skills

Students learn to

- organise or find a case study that illustrates a sociological problem
- specify a case study, so that it is clear what it is about
- identify the nature of the sociological problem in a given case study.

Competencies

At the end of the course, students are able to

- plan and run a sociological case-based study
- demonstrate casing and show what the case study can be used for in sociological terms
- evaluate the usefulness of a case to shed light on something or kickstart a process.

Exam form: Active class participation. Pass/Fail

Active participation in the form of regular oral presentations or short written assignments. Resits take the
form of a free written take-home essay assessed Pass/Fail.

The course element is prescribed to 7.5 ECTS credits.

5.5.4  Bachelor project

5.5.4.1  Number of ECTS credits:
The bachelor project is prescribed to 15 ECTS credits.

5.5.4.2  Purpose and description of objectives/learning objective:
The objective of the bachelor project is for students to learn to independently formulate, define and
analyse a selected sociological problem.

The problem may be theoretical or empirical. In their analysis of it, students must demonstrate insight into
relevant sociological theory. Incorporating empirical evidence is an option but not compulsory. Students
may also incorporate relevant science-theoretical considerations about how the chosen perspective on the problem exerts influence on the analysis.

Specifically, students learn to:

- formulate a precise problem of their own choosing
- structure and argue convincingly while processing the problem
- if empirical material is involved – critically assess it
- if students incorporate empirical material into the project that they have collected themselves, they must justify the project design and discuss the choice of methodology, quality of the data and any research-ethical considerations
- incorporate relevant sociological theory into the analysis
- justify the value of and discuss the knowledge produced in a critical manner and put it into perspective.

5.5.4.3 Registration and supervision
The subject for the bachelor project must be approved by the assigned supervisor. The head of studies assigns supervisors. Students have a right to up to 12 hours of supervision (including reading of the draft) during the project.

Registration for the bachelor project takes place during the ordinary course registration period. How to apply for a supervisor is described on the study pages on KUnet.

5.5.4.4 Exam form and other exam regulations
A written assignment of max. 30 pages. Written assignments may be produced individually or in small groups (max. four students). For group assignments, an extra 15 pages are added per additional student.

If the bachelor project is written in Danish, Swedish or Norwegian, it must include an abstract in English. If the bachelor project is written in any other foreign language, the abstract may be written in Danish or in the language concerned. The abstract must be max. one page if the project is written by one student, max. two pages if written as a group.

If the project is not submitted on time, it will not be assessed, and one exam attempt will be considered to have been used (see the Programme Order).

In the event of a resit due to illness or failing at the first attempt, the exam form will be the same as the ordinary exam.

5.5.4.5 Assessment and grading
The bachelor project is subject to external grading on the 7-point scale. The abstract is part of the overall assessment.