Sociology, Interculturalism & Cultural Competence

7.1   Module Overview

Module Number		Module Title	Sociology, Interculturalism & Cultural Competence					
Stage of Principal Programme			2	Semester	2	Duration. *(Weeks F/T)*	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2.3					

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other *(independent reading, engagement with VLE, research and preparation of assessments)*	✓	97
Total		125

Pre-Requisite Module, if any. Module # and Title	None
Co-Requisite Module, if any. Module # and Title	None
Maximum number of learners per instance of the module	**60**

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Sociology/Applied Social Studies or closely cognate area.	1:60
Tutor	A minimum level 9 qualification in Sociology/Applied Social Studies or closely cognate area	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2   Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Discuss the basic theories of migration and intercultural communication and apply relevant concepts to issues relating to migration, citizenship, and discrimination.	**1, 8**
2. Examine the extent of their own and others cultural conditioning and its influence on attitudes and behaviour in cross cultural exchange.	**7, 8**

3.	Identify approaches that individuals and groups can use effective communication skills to promote respect and combat discrimination at personal, professional, institutional, and ideological level.	**4, 8**
4.	Outline and explain the reasons for the movement of people and the lived experiences of migrants, refugees, asylum seekers, Travellers, and other displaced persons.	**7, 8**
5.	Describe how critical thinking, digital media skills, cultural competence skills inform professional practice that promotes social inclusion.	**5, 8**

7.3 Indicative Module Content, Organisation and Structure

This module addresses the issue of interculturalism from a sociological point of view. In contexts increasingly marked by difference, multiculturalism and globalization learners will learn the key elements that may facilitate or hinder intercultural relations, both in formal and institutional, as well as in informal settings. Specifically, the module focuses on the Irish context as it examines the implications of inequality and exclusion, the structural, cultural, and ideological issues underlying these phenomena and their reproduction, and the resultant implications for individuals and groups within Irish society.

Interculturalism addresses interaction, understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for in professional settings. This is achieved through recognising the importance of practising in a non-discriminatory, culturally sensitive way and acknowledging and respecting the differences in beliefs and cultural practices of individuals or groups. This module provides learners with theoretical context and practical tools to read' interpret and act through places of work and social life.

Module Content
1. The first part of this module examines a range of sociological themes including migration and immigrant incorporation, multiculturalism, interculturalism and citizenship, racism, identities and education. This will enable learners to think sociologically about aspects of society which affect and influence the experiences, behaviour and life chances of individuals. Learners will be encouraged to examine sociological explanations of migration, inequality, discrimination.
2. The second part of this module aims to develop an awareness of cultural heritage and cultural diversity from a human rights perspective, which will enable learners to better understand and think critically about the world. Prejudice and discrimination will be explored along with the lived experience of belonging to an ethnic minority group in a majority culture. There will be a focus on the responses to cultural diversity in Ireland with best practice responses also explored.
3. There will also be a strong emphasis on Intercultural competence (knowledge of the dynamics of diversity and skills for working with diversity). The third part of the module builds on the knowledge acquired in the first two parts of the module to develop practical skills in intercultural competence, digital literacy and tools for responding to cultural diversity.

Specific Content Areas:
1. *Exploring Definitions and Meanings:*
   - Sociology and the social construction of race and ethnicity - themes of racialisation, migration and immigration.
   - Sanctuary and asylum, multiculturalism, interculturalism and citizenship.
   - Intersectional identities and positionality – gender, race, class, legal status, disability, religion
   - Media and Sociology of 'Risk'.
   - CORU Standards of Proficiency – Culture, Equality and Diversity.

2. *Cultural Heritage and Cultural Diversity in Ireland:*
   - Dynamics of intercultural dialogue and the growth of cultural diversity.
   - Prejudice and discrimination and racism and hate speech.
   - Best practice responses to cultural diversity in Ireland.

3. *Intercultural Competence and Professional Social Care Work in Context:*

- Self-awareness, inclusive language, consciousness, and unconsciousness bias.
- Skills and tools for responding to cultural diversity - assimilation, tolerance, acceptance, and embrace.
- Digital Media Literacy and Navigating Disinformation.
- Challenging impediments to intercultural competency (racism, prejudice, and discrimination, hate speech).
- Identity and Belonging - Lived experiences of belonging to an ethnic group in Ireland.
- Language, translation and cultural exchange
- CORU Standards of Proficiency in practice

7.4	Work-based learning and practice-placement *(if applicable)*
N/A

7.5	Specific module resources required *(if applicable)*
NA

7.6	Application of programme teaching, learning and assessment strategies to this module

The module teaching and learning strategy is based on the core objectives of enabling learners to acquire self-awareness, to engage in critical reflection and to demonstrate a commitment to inclusion and ethical practice, with a specific emphasis on fostering skills and competencies in intercultural competence. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative, collaborative, and critically reflective learning approaches, inclusive of the following methods:

Small group teaching, facilitation, role-play and presentations of prescribed readings will be used to encourage learners to fully engage with the material. Best practice approaches to inclusion and critical reflection will be strongly emphasized throughout the module with active teaching strategies employed. Learners will be given a safe- space to voice their own lived experience of living in a diverse society which will be followed by reflection and discussion.

Assessment: Reflective Journal and Poster Presentation

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
1, 2, 3	*Reflective Journal**	*40%*
1, 4, 5	*Poster Presentation*	*60%*

7.8	Sample Assessment Materials

This module will be assessed in two parts: Reflective Journal Assignment (40%) and a Poster Presentation (60%).

1. Reflective Journal Assignment (1000 words) (40%)

Based on Gibbs reflective Cycle, learners are required to build their journal through the module with an emphasis on their own personal/professional development, using the elements: Description; Feelings; Evaluation; Analysis; Conclusion; Action Plan.
*Because the journal is based on progressive in-class work, it is not possible to offer an alternative assessment for repeat.

2. Poster Presentation (60%) (evidence-based)

Learners are asked to explore the unique cultural features of one ethnic group living in Ireland (indigenous or have settled in Ireland). The project should contain reference to cultural heritage, cultural norms, language, and religious practice (if any). Reference should also be made to any challenges the ethnic group may face and how these challenges might be overcome.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's *Regulations in Relation to Assessment and Standards* unless otherwise indicated.

7.9   Indicative reading lists and other information resources

Indicative Core Reading:

Besley, T., Peters M.A. (2012). *Interculturalism, Education and Dialogue*. New York: Peter Lang.

De Haas, H. (2023) *How Migration Really Works*. UK: Viking.

Fanning, B. (2007) *Immigration and Social Change in the Republic of Ireland*. Manchester: Manchester University Press.

Hardy, R. (2018) Tips for social workers on cultural competence
https://www.communitycare.co.uk/2018/10/24/tips-social-workers-cultural-competence/

Panocova, R (2020) *Theories of Intercultural Communication*. [online] Available at: theories-of-intercultural-communication.pdf (upjs.sk)

Sorrells, K. and Sekimoto, S. (eds) (2015) *Globalizing Intercultural Communication A Reader*. Thousand Oaks: Sage.

Ting-Toomey, S. & Dorjee, T. (2019) *Communicating Across Cultures*. London: The Guilford Press.

Rasinger (2022) *The Cambridge Introduction to Intercultural Communication*. UK: Cambridge University Press.

Supplementary Reading:

De Haas, H., Castles, S., & Miller, M. (2020) *The Age of Migration: International Population Movements in the Modern World,* (6th edition). New York & London: Guilford Press.

Faulks, K. (2000) *Citizenship*. New York: Routledge.

Fraser, U. and Harvey, C. (2003) (eds) *Sanctuary in Ireland: Perspectives on Asylum Law and Policy*. Dublin: IPA.

Giddens, A. and Sutton, P.W. (2013). *Sociology,* (7th edition). UK: Polity Press.

Haynes, A., Devereux, E., Breen, M. (2005) *Smuggling Zebras for Lunch: Media framing of asylum seekers in the Irish print media*. Études Irlandaises, 30(1).

Crowley, U., Gilmartin, M. & Kitchin, R. (2006) 'Vote Yes for Common Sense Citizenship': Immigration and the Paradoxes at the Heart of Ireland's 'Céad Míle Fáilte', in *NIRSA Working Paper Series*, *No 30*, March 2006, NUI Maynooth.

Perry, L. and Southwell, L. (2011) Developing Intercultural Understanding and Skills: Models and Approaches in *Intercultural Education 22* (6). 453-466.

Core Resources:
- Cantle, T. (2023) Interculturalism resources: https://tedcantle.co.uk/publications/about-interculturalism/
- British Council (2023) Local peacebuilding and cultural relations work Available at: https://www.britishcouncil.org/sites/default/files/cultural-relations-collection-2023-local_peacebuilding_and_cultural_relations_work_0.pdf
- Dept of Justice and Equality (2017) Migrant Integration Strategy – A blueprint for the Future Guide to inclusive language (Irish Centre for Diversity) Inclusive Language Resource (Fingal).pdf
- Leeds-Hurwitz, W. (2013) Intercultural competences: conceptual and operational framework UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000219768
- Mental Health Reform (2021) Cultural Competency Toolkit: A practical guide for mental health professionals, services, and staff on working with ethnic minority communities in Ireland https://indd.adobe.com/view/a5777958-1d46-4a3f-8638-361b0b8002ac

Film and Documentary:
- Ghosts (2006) directed by Nick Broomfield

- In this World (2002) directed Michael Winterbottom
- Documentary: Exodus: Available at: https://www.imdb.com/title/tt5808940/

Websites:
- CSO: Migration and Diversity: https://www.cso.ie/en/statistics/population/
- Geary Institute for Public Policy: https://www.ucd.ie/geary/
- ESRI – Economic Social Research Institute - https://www.esri.ie/
- International Organisation for Migration: https://ireland.iom.int/
- Organisation for Economic Cooperation and Development: https://www.oecd.org/
- Oxfam: https://www.oxfam.org/en
- TASC – Think Tank for Action on Social Change: https://www.tasc.ie/
- UNHCR – The UN Refugee Agency: https://www.unhcr.org/ie/