

Theology of Social Justice and Applied Ethics

Module title:							
Theology of Social Justice and Applied Ethics							
Module NFQ level (only if an NFQ level can be demonstrated)		Module number / reference		ECTS Value		Duration	
8				5		12 weeks	
Parent programme(s):				Stage of parent programme		Semester No.	
BA (Honours) in Arts and Humanities				4		2	
Teaching and Learning modes		Proportion (% of Total Directed Learning)					
Classroom / Face to Face		19.2%					
Workplace							
Online							
Other (Identify)		80.8% (directed and self-directed learning)					
Entry requirements (statement of knowledge, skill and competence)							
Successful completion of Stage 3 of the programmes or equivalent is required for entry onto Stage 4.							
Maximum number of learners per instance of the module			60				
Average (over the duration of the module) of the contact hours per week			2				
Pre-requisite module title(s) (if any)							
Co-requisite module title(s) (if any)							
Is this a capstone module? (Yes or No)			No				
Module-specific physical resources and support required per centre (or instance of the module)							
Lecture hall, white-board, computer and projector, library resources							
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.							
Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)	
Lecturer		MA or PhD., with experience in social activism desirable				100%	
Analysis of required learning effort							
			Hours of Learner effort				
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort

Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:5						101			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

<p>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</p>	<p>Upon accepting a recommendation from the Programme Review and Revalidation QQI Panel (2018) this module is part of the institution's strategy to build on the College's 'heritage and distinctiveness' as a liberal arts institution with a long-standing tradition of teaching theology. Given the synergy between theology and social justice the module is designed to meet the PLO's on the <i>Arts and Humanities</i>, the <i>Social, Political, and Community Studies</i>, and the <i>Applied Social Studies</i> degree programmes. As such, the module contributes to the development of a 'transdisciplinary vision and strategy for the place of theology in relevant college programmes.'</p> <p>The values and theories explored and taught in the module allow for the possibility of education as a transformative experience for our students. Allowing for this possibility offers an appropriate counterpoint to an increasingly liberal education landscape that often frames education as a product.</p> <p>The module will contribute to the following IPLOs:</p> <p>Arts and Humanities: 2 and 8.</p> <p>Social, Political, and Community Studies: 5 and 6.</p> <p>Applied Social Studies: 1, 3, and 5.</p>
<p>Module Aims and Objectives</p>	<p>Drawing on the College's tradition of fostering a sense of social justice and activism, this module develops skills in analysing social and political phenomena to understand the impact of power structures and institutions on the marginalised and disempowered. The module will examine the ways in which liberation theology, ecofeminism, and social justice are woven through geo-political and environmental practices in more complex ways than might be suggested by a range of vested</p>

	<p>interests, agendas, and systems. Through examination of theories and case studies students will learn about theoretical paradigms which provide a lens through which various understandings of the world are framed.</p>
<p>Minimum Intended Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Read and critique a theoretical text. (MIPLO 2, 8) 2. Explain and use concepts such as Gender (through the lens of ecofeminism), Secularisation, Fundamentalism, Intersectionality, Activism, Social-Justice, Identity, and Community (MIPLO 2). 3. Apply a theoretical framework of interdisciplinary theology (liberation theology) to analyse a concrete scenario. (MIPLO 5)
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
<p>Module Content, Organisation and Structure</p>	<p>Module Content:</p> <ul style="list-style-type: none"> • An overview of Carlow College's long tradition of producing graduates who work in advocacy, activism, and politics, in particular, JLK and John Therry, as well as other graduates working for social justice reform); • Examination of key terms and ideas including: Secularization, Fundamentalism, Neoliberalism, Intersectionality, Closed/Open World Structures, Identity and Community, and Domains of Power. • Charles Taylor's Immanent Frame and Secularization; • Analysis of Contemporary Liberation Theologies: Eco-feminism case studies; • Education as Emancipation and transformation - Freire and Mezirow • Social Media and Social Influencers in Activism <p>The content of the module is delivered through lectures. The lectures are also used to facilitate the development of individual skills of critically reading of recommended texts, text analysis,</p>

	<p>examining case studies, and discussing concepts and terminology. Learners will learn to apply theories to specific problems.</p>
<p>Module Teaching and Learning (including formative assessment) Strategy</p>	<p>Interactive delivery including: group work; use of media; providing formative assessment in terms of questions at the beginning of class; unmarked pop quizzes, in class mind maps exercises, cartoon questions, student led discussions, etc.</p> <p>The maximum number of learners that can take this module is 60 which will allow for a balance of small and large group discussions. Lectures will be conducted using Microsoft PowerPoint, along with a whiteboard, and the learners will sit in round table groups with four or five at each table.</p> <p>The learners will access lecture notes, PowerPoint presentations, and relevant articles and documents on the module Moodle page. Learners will receive feedback on their assignments either via Turnitin or face to face.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>N/A</p>
<p>Specifications for Module Staffing Requirements</p>	<p>One lecturer with relevant teaching and/or research competence.</p>
<p>Module Summative Assessment Strategy</p>	<p>Continuous Assessment - 100%</p> <p>Formative assessment:</p> <p>Recap and Questions at the start of each lecture to review the previous lecture</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> • Develop/design a resource portfolio or a researched based bibliography - 40% (MIMLO 1-4) • An analysis of a contemporary liberation theology case study referring to one of the theories (for example, eco-feminism) covered in the module. It assesses knowledge, ability to analyse and evaluate, and ability to form an argument - 60% (MIMLO 3).
<p>Sample Assessment Materials</p>	<p>Group Work Project: The group is required to design and present a resource portfolio on a topic of Social Justice from a list of approved topics. The group is required to work collaboratively to demonstrate combined skills such as research, IT, Design and Presentation – (40%)</p>

	<p>Analyse a contemporary liberation theology case study covered in the module – 60% (2000-2500 words).</p>
<p>Reading Lists and Other Information Resources</p>	<p>Books:</p> <p>Fiere, Paulo, <i>Pedagogy of the Oppressed</i>, 4th revised edition. (New York: Bloomsbury Academic USA, 2018).</p> <p>Hardagen, Kevin, <i>Theological Ethics in a Neoliberal Age</i>. (Oregon: Wipf and Stock Publishers, 2019).</p> <p>Rowland, Christopher, (ed.), <i>The Cambridge Companion to Liberation Theology</i>, 2nd edition. (Cambridge: CUP, 2007).</p> <p>Articles</p> <p>Conway, Michael, 'Building Christian Community in Contemporary Culture,' <i>The Furrow</i> 70 (2019): 457-66.</p> <p>Conway, Michael 'Should I Stay or Should I Go: Faith in Contemporary Culture,' <i>Doctrine and Life</i>, 17 (2020): 4-17.</p> <p>Helland, Stephen 'Online Religion v Religion Online: Methodological Issues in the Study of Religious Participation on the Internet,' <i>Heidelberg Journal of Religions on the Internet</i> 1:1 (2005): 1-16.</p> <p>Selected writings of John Therry and J.K.L. on social justice (TBC).</p> <p>Other Media (Podcasts, Websites, Ted Talks, YouTube, Documentaries):</p> <p>Interview with Charles Taylor 'What Kind of Religion Makes Sense in a Secular Age?'</p> <p>https://www.youtube.com/watch?v=HAuHmRSxZY4</p>
<p>Module Physical Resource Requirements</p>	<p>Classes will be delivered in lecture theatres with round tables. Requirements include projectors, whiteboards, audio-visual equipment and WiFi. Access to the Learner Gateway and Library resources are also a requirement.</p>