

Introduction to Sociology

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7.1 Module Overview									
Module Number		Module Title	Introduction to Sociology						
Stage of Principal Programme			1	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective	M	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									
Asynchronous									
Work Based									
Other: <ul style="list-style-type: none">Independent reading, engagement with VLE, research and preparation of assessments					✓		97		
Total							125		

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
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
Lecturer	A minimum level 9 qualification in Social Science/Sociology or closely cognate area
Tutor	A minimum level 9 qualification in Social Science/Sociology or closely cognate area
	Staff - Learner Ratio X:Y
	1:60
	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	40%	Proctored Exam – in person	60%	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	Related MIPLO #
On completion of this module a learner will be able to:	
1. Discuss sociological theory and the key sociological perspectives.	4, 7
2. Apply sociological theories and concepts to particular social problems, issues and debates especially pertinent to social care work	4, 7
3. Engage critically and reflectively with concepts of structure, agency and socialisation with reference to practice.	6
4. Identify the relationship between ‘the sociological imagination’ and critical thinking.	6

7.3	Indicative Module Content, Organisation and Structure
<p>This module will enable Professional Social Care learners to think sociologically about features of society which affect the experiences, behaviour, and life chances of those who need and/or receive social care services and serves as an introduction to the foundational concepts, methods, and perspectives in sociology. Learners will be encouraged to examine sociological explanations for and evidence of poverty, inequality and discrimination.</p> <p>By studying sociology, learners gain an insight into why social problems exist, and can make sense of them. Sociology offers some important social theories which provide explanations and critiques of human behaviour, social actions, and interactions, as well as the institutions and structures of society. This encourages active citizenship.</p> <p><i>Module Aims & Objectives:</i></p> <p>This module will enable learners to think sociologically about features of society which affect the experiences, behaviour, and life chances of individuals. They will be encouraged to examine sociological explanations for and evidence of poverty, inequality, and discrimination.</p> <p><i>Indicative Module Content:</i></p> <ul style="list-style-type: none"> • The Origins of Sociology • Introduction to linking theory and practice • Critical Thinking and the Sociological Imagination and relevance to social care professional practice • Socialisation – Micro, Macro Level - Primary and Secondary Institutions • Structure versus Agency – the individual and society • Classical Sociology – Key Thinkers • Sociological Perspectives (Functionalism, Conflict Theory, Symbolic Interactionism) • The Social Construction of Identity – Nationality, Ethnicity and Gender • Sociology of the Environment • Introducing Social Science Research <p>Tutorials will provide learners with an opportunity to apply the theories to case studies, national and international issues, as well as their own life experiences.</p>	
7.4	Work-based learning and practice-placement (if applicable)
N/A	
7.5	Specific module resources required (if applicable)
N/A	
7.6	Application of programme teaching, learning and assessment strategies to this module
<p>The module teaching and learning strategy is based on the core objectives of enabling learners to develop knowledge of civic engagement for social change while simultaneously fostering skills and competencies in project development and evaluation. The module is also focused on the development of learner capacity to acquire self-awareness, to engage in critical reflection and to demonstrate a commitment to inclusion and ethical practice in a Professional Social Care context. 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:</p> <p>The module aims to enable learners to gain an insight into why social problems exist and can make sense of them. Sociology offers some important social theories which provide explanations and critiques of human behaviour, social actions, and interactions, as well as the institutions and structures of society. This encourages well-informed, ethical, critical and reflective practitioners.</p> <p>Activity-based strategies that allow learners to engage in individual or group learning opportunities through project planning (e.g. report writing) and content creation (e.g. written/digital content), Lectures, peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video.</p>	

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
1, 3	Written Essay including proposal (1150 words)	40%
1-4	Written Exam	60%
Standards of Proficiency taught:	5.1, 5.2, 5.4, 5.6, 5.7, 5.14	
Standards of Proficiency assessed:	5.1, 5.2, 5.4, 5.6, 5.7	

7.8 Sample Assessment Materials
<p>Module is assessed through: Essay Proposal (10%) Essay Assignment (30%) and a Written Exam (60%).</p> <p>Essay Proposal (150 words) (10%)</p> <ul style="list-style-type: none"> Please submit an Essay Proposal outlining your proposed plan for the essay. <p>Written Essay Assignment (1000 words) (30%)</p> <ol style="list-style-type: none"> For society as a whole, socialisation is the means by which one generation transmits culture to the next. Outline and discuss the Primary and Secondary agents of socialisation. Using empirical evidence, outline and discuss how personal values and belief systems emerge and impact our worldview and professional practice. Discuss the assumption that nurture is more important than nature in determining human behaviour. With reference to the social care practice context, identify the factors which shape and influence culture, diversity, and discrimination across societies. <p>Written Exam (60%) Sample Exam Questions:</p> <ol style="list-style-type: none"> Discuss the role of sociology as a discipline, its observations of social living and how it influences social care practice. Outline and critically evaluate the Functionalist perspective of social change. How is gender or ethnicity socially constructed in Irish society? Please provide an example relevant to Social care practice in your answer. Outline and examine the limitations of the Conflict Theory perspective of the family. How does the Sociological Imagination help us, as SCW's to examine social problems? Please refer to the main elements of the Sociological Imagination in your answer. <p>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.</p>

7.9 Indicative reading lists and other information resources
<p>Indicative Core Reading:</p> <p>McDonald, B. (2014). <i>An Introduction to Sociology in Ireland</i>, (3rd edition). Dublin: Gill and Macmillan.</p> <p>Share, P., Corcoran, M.P. and Conway, B. (2012). <i>Sociology of Ireland</i>. Dublin: Gill and Macmillan.</p> <p>Stones, R. (ed.) (2017). <i>Key Sociological Thinking</i>, (3rd edition). UK: Palgrave Macmillan.</p> <p>Other Reading:</p> <p>Giddens, A. (2009). <i>Sociology</i>, (6th edition). UK: Polity Press.</p> <p>Giddens, A. and Sutton, P.W. (2013). <i>Sociology</i>, (7th edition). UK: Polity Press.</p> <p><i>Irish Journal of Sociology</i>. UK: Sage.</p> <p>Delanty, G. (2000) <i>Citizenship in a Global Age: Culture, Society and Politics</i>. Buckingham: Oxford University Press.</p> <p>Woodward, K. (2004) <i>Questioning Identity: gender, class, ethnicity</i>. UK: Routledge</p> <p>ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs.</p>