Contemporary Sociological Theory

7.1	Module Overview								
Module Number		**Module Title**	**Contemporary Sociological Theory**						
Stage of Principal Programme			**Award**	**Semester**	**1**	**Duration.** *(Weeks F/T)*	**12**	**ECTS**	**5**
Mandatory / Elective (M/E)	**M**	**Hours of Learner Effort / Week**	**2**						

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	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	101
Total		125

Pre-Requisite Module, if any. Module # and Title	Introduction to Sociology
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	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum of a Level 9 qualification in sociology, social sciences (social care) or closely cognate area.	1:60

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. Outline and critically examine the origins and development of contemporary sociological theories.		**1, 2, 3**
2. Assess the main contributions of different theories to our understanding of social life.		**1, 3, 4**
3. Utilise the theories and concepts to explain social life, social reproduction, and social change.		**1, 2, 6**
4. Identify the theoretical and practical significance of contemporary social theory.		**1, 3, 5**

7.3	Indicative Module Content, Organisation and Structure

Learners are invited to locate and examine contemporary sociological theory and its relevance for social problems. They are facilitated to engage with contemporary sociological theory and to demonstrate the relevance of these theories to understanding the nature of contemporary society, with particular reference to contemporary issues that intersect with professional social care work. Content is structured around the following headings:

- Revisiting classical social theory; Comte, Marx, Durkheim, and Weber.
- Capitalism and Globalisation; Marxism, Critical Theory, and the Frankfurt School; The Consumer Society Symbolic Interactionism; Ethnomethodology and Phenomenology; (Goffman).
- Structuralism and Post-structuralism; Theorising the Body, Discourses, and Power; (Foucault).
- Structure agency and habitus; (Bourdieu).
- Feminist Theories; (Hochschild).
- Reflexive modernisation and the Risk society; (Beck).

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

The module coordinator will deliver most of the module content, with time given for questions and discussion. Web-facilitated learning through You-Tube clips or TED Talks will take place on occasion. Learners will, in small groups have the opportunity to break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners and provide a basis for formative assessment or assessment for learning (Carlow College, Teaching, Learning and Assessment Strategy). Learners are encouraged to present short summaries of readings from Moodle in class for discussion (informal presentations). Handouts on current topics may also be given out in lectures and learners are encouraged to make connections to the theories and concepts. Moodle will be used to deliver course plan and relevant readings and links to relevant websites.

Learners will be supported through teaching and learning strategies which include class-based lectures intersecting with communication workshops. Learning strategies include the implementation of authentic assessments such as group activities, case studies and Vevox activities (learner engagement tool) as part of lesson planning and delivery which provide opportunities for collaborative working. Short interactive exercises such as one-minute summaries; active learning strategies such as think, pair and share for group work; reflective exercises and use of audio visuals will be used to increase learner engagement. These, in turn feed forward to the summative assessments in essay and exams. This will support learners in demonstrating achievement of the module's MIMLO's in line with universal design for learning and inclusive curricula.

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
1-4	Essay	100%

7.8	Sample Assessment Materials

Essay Instructions:
Word count: 3000 words.
Carlow College academic essay writing guidelines and referencing must be applied.
Line-Spacing: 1.5, Times New Roman, Font size 12 Harvard Referencing System.
Weighting: 100%
Submission Date: TBA

Question:

Explore the significance of at least one classical and one contemporary sociological theory from this module in comprehending contemporary social issues. Provide relevant examples to convey the relevance and application of these theories to modern societal issues.

Guidance:

In responding to the essay question, consider your learning from the module in its entirety and its focus on participatory exercises that took place during class time (Vevox exercises / class-based discussion / group work / readings / research / informal class presentations).

Utilise learning from the module to demonstrate the application of sociological theory to your understanding of current societal challenges.

Consider how insights from sociological perspectives enhances your understanding of issues such as inequality, globalisation, climate change, risk management, migration, or any other form of social change.

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:

Dillon, M. (2014). *Introduction to Sociological Theory; Theorists, Concepts and Their Applicability to the 21st Century.* UK: Wiley.

Inglis, T. (2018). Webs of meaning: Theories and evidence from contemporary Ireland *Irish Journal of Sociology* 26(3):223-243.

Inglis, T. (2021) The slings, arrows and survival of Irish sociology in *Irish Journal of Sociology29(3):297-303.*

Jones, P. Bradbury, L. and LeBoutillier, S. (2011). *Introducing Social Theory*. UK: Wiley.

Sennett, R. (2012). *Together: The Rituals, Pleasures and Politics of Cooperation.* US: Yale University Press.

Indicative Other Resources:

Acton, H.B., & Baur, M. (2017). *Marx on historical materialism.* Retrieved from (PDF) Marx on Historical Materialism (researchgate.net)

Corcoran, M. and Share, P. (2008). *Belongings: Shaping Identity in Modern Ireland.* Dublin: IPA.

Islam, M.S.; Kieu, E. (2021). Sociological Perspectives on Climate Change and Society: A Review. *Climate* 9, *(7),* 1-14. https://doi.org/ 10.3390/cli9010007

Kivisto, K. (2011). *Social Theory; Roots and Branches.* Oxford: Oxford University Press.

Lockie, S. (2022). Mainstreaming climate change in sociology. *Environmental Sociology, 8(1), 1-6.*

Mardon, A., Singh, J., Bilal, H., Shuler, M. (2021). *Symbolic Interactionism.* Golden Meteorite Press.

Newman, D.M. (2022). *Exploring the architecture of everyday life.* (14th edition). Sage Publications.

McDonnell, B. (2014) *An introduction to sociology.* Dublin: Gill & McMillan.

Ritzer, G. (2001). *The McDonaldization of Society.* CA: Pine Forge Press.

Share, P., Corcoran, M., & Conway, B. (2012). *Sociology of Ireland.*

Journals

Irish Journal of Sociology.
Irish Journal of Applied Social Studies.
British Journal of Sociology.
European Societies.
American Journal of Sociology.
Social Politics.

Andrea, M., Miller, P. (2019). The Foucault effect in organisation studies. *London School of Economics and Political Science, 40*(2), 155-182. https://doi.org/10.1177/0170840617745110

Hancock, B.H., & Garner, R. (2021). Erving Goffman and "the new normal": Havoc and containment in the pandemic era. *The American Sociologist, 52,* 548-578.

Whelan, J. (2020). Specters of Goffman: Impression management in the Irish welfare space. *Journal of Applied Social Science, 15*(1), 47-65. https://journals.sagepub.com/doi/10.1177/1936724420983578

Reports:

European Commission (2023). *Gender equality in the EU.* Retrieved from https://commission.europa.eu/system/files/2023-04/annual_report_GE_2023_web_EN.pdf

OECD Development Centre (2019). *From promises to action part 1: Addressing discriminatory social institutions to accelerate gender equality in G20 countries.* Retrieved from https://www.oecd.org/dev/development-gender/OECD_DEV_W20-report_FINAL.pdf

UN Women. (2019). *Progress of the world's women 2019-2020: Families in a changing world.* Retrieved from https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2019/Progress-of-the-worlds-women-2019-2020-en.pdf

World Economic Forum. (2021). *Global gender gap report.* Retrieved from https://www3.weforum.org/docs/WEF_GGGR_2021.pdf

Essential Viewing:
Moore, M., 2009. 'Capitalism; A Love Story'
https://www.youtube.com/watch?v=AvmI1yetOkw
Michel Foucault Beyond Good And Evil 1993
https://www.youtube.com/results?search_query=Michel+Foucault+Beyond+Good+And+Evil+1993+