

## Contemporary Sociological Theory

Section A: Headline Information							
<b>Module title</b>		Contemporary Sociological Theory					
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>		Level 8					
<b>Module number/reference</b>							
<b>Module Co-ordinator</b>		Dr. Anne Coakley					
<b>Parent programme(s)</b>		BA (Honours) in Applied Social Studies (Professional Social Care)					
<b>Stage of parent programme</b>		Stage 4					
<b>Semester (semester1/semester2 if applicable)</b>		Semester 1					
<b>Module credit units (FET/HET/ECTS)</b>		ECTS					
<b>Module credit number of units</b>		5					
<b>List the teaching and learning modes</b>		Lectures, web facilitated learning					
<b>Entry requirements (statement of knowledge, skill and competence)</b>		Successful completion of a BA in Applied Social Studies (Professional Social Care) or equivalent					
<b>Pre-requisite module titles</b>		n/a					
<b>Co-requisite module titles</b>		n/a					
<b>Is this a capstone module? (Yes or No)</b>		No					
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.					
<b>Maximum number of learners per module</b>		120					
<b>Duration of the module</b>		1 Semester					
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>		2 hours					
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>		Lecture Hall, Library, IT resources					
Analysis of required learning effort							
<b>*Effort while in contact with staff</b>							
<b>Classroom and demonstrations</b>	<b>Mentoring and small-group tutoring</b>	<b>Other (specify)</b>	<b>Directed e-learning (hours)</b>	<b>Independent learning (hours)</b>	<b>Other hours (specify)</b>	<b>Work-based learning hours of learning effort</b>	<b>Total effort (hours)</b>

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1:40						101: Self directed studying & reading: 43 Essay prep & writing: 30 Directed study & reading: 28		125 hours
<b>Allocation of marks (within the module)</b>									
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>	
<b>Percentage contribution</b>				40%			60%	<b>100%</b>	

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	To engage learners to locate and examine contemporary sociological theory and its relevance for social problems.
<b>Module Aims and Objectives</b>	To facilitate learners to engage with contemporary sociological theory and to demonstrate the relevance of these theories to understanding the nature of contemporary society.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the origins and development of contemporary sociological theories. (MIPLO 1)</li> <li>2. Assess the main contributions of different theories to our understanding of social life. (MIPLO 2)</li> <li>3. Utilise the theories and concepts to explain social life, social reproduction and social change. (MIPLO 2, 3)</li> <li>4. Identify the theoretical and practical significance of contemporary social theory. (MIPLO 1, 8)</li> </ol>

<b>Information Provided to Learners about the Module</b>	<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>Diploma Supplement contains module name, code, stage and ECTS</p>
<b>Module Content, Organisation and Structure</b>	<p>Revisiting classical social theory; 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; Theorizing the Body, Discourses and power;  Foucault  Structure agency and habitus; Bourdieu  Feminist Theories; Hochschild  Reflexive modernization and the Risk society; Beck</p>
<b>Module Teaching and Learning Strategy</b>	<p>Lectures</p> <p>Lectures will deliver the module content with time given for small group discussion and feedback. Prescribed readings will be used to encourage engagement by learners and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy). Learners are encouraged to present short summaries of readings from Moodle in class for discussion. YouTube clips and documentaries will be shown on occasion. Handouts on current topics may also be given out in lectures and learners are encouraged to make connections to the theories and concepts.</p>
<b>Work-Based Learning and Practice-Placement</b>	<p>n/a</p>
<b>E-Learning</b>	<p>Moodle will be used to deliver course plan and relevant readings and links to relevant websites. Learners will be encouraged to upload reading material in advance of lectures to promote engagement in class.</p>
<b>Specifications for Module Staffing Requirements</b>	<p>Module Coordinator will teach the majority of lectures.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:120.</p>
<b>Module Summative and Formative Assessment Strategy</b>	<p>This module will be assessed by one essay (summative assessment), and a 2 hour, 2 question written exam (summative assessment)</p> <p>The essay will have a weighting of 40% and the exam will have a weighting of 60%.</p>
<b>Sample Assessment Materials</b>	<p><i>Essay Title:</i></p> <ul style="list-style-type: none"> <li>The pessimistic view about globalization is that far from creating a greater sense of humankind, it is undermining the social bonds that are central to creating</li> </ul>

	<p>stable and sustainable societies and individuals. Discuss based on your reading and reflections on Inglis, T. (2008) <i>'Global Ireland: Same Difference'</i>.</p> <ul style="list-style-type: none"> <li>• Critically discuss changing eating and drinking patterns in contemporary Ireland drawing on Kuhling and Keohane and the other readings given. Draw on your own reflections too in your discussion.</li> </ul> <p><b>Readings:</b> Kuhling, C. and Keohane, K. 2007. 'Binge drinking and Overeating; Globalisation &amp; Insatiability' chap 6 in <i>Cosmopolitan Ireland, Globalisation &amp; Quality of life</i>; Blythman, J 2015. <i>Swallow This; Serving up the Food Industry's Darkest Secrets</i> (Introd.); <i>Irish Times</i> 2009. 'We are what we Eat' (a sample answer is included in Appendix 5)</p> <p>Times New Roman Font 12  Line-spacing 1.5  Word Count: 1000-1250  Soft-copy submission through Turnitin  Criteria used for marking; Essay structure, content and engagement with subject, grammar, spelling and referencing.</p> <p><i>Exam Questions:</i>  Do you agree with Foucault's claim that the control and regulation of the body is a dominant discourse in contemporary times?</p> <p>Critically assess Hochschild's (2003, 2012) claim that in today's information economy there has been an increase in the range of service workers who engage in emotional labour (a sample answer is included in Appendix 5)</p> <p>Legible handwriting, addressing and engaging with material in answering the question, grammar and referencing.</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b>  Dillon, M. (2014). <i>Introduction to Sociological Theory; Theorists, Concepts and Their Applicability to the 21<sup>st</sup> Century</i>. UK: Wiley.</p> <p>Inglis, T. (2008). <i>Global Ireland; Same Difference</i>. London: Routledge.</p> <p>Jones, P. Bradbury, L. and LeBoutillier, S. (2011). <i>Introducing Social Theory</i>. UK: Wiley.</p> <p>Sennett, R. (2012). <i>Together: The Rituals, Pleasures and Politics of Cooperation</i>. US: Yale University Press.</p> <p><b>Other Reading:</b>  Corcoran, M. and Share, P. (2008). <i>Belongings: Shaping Identity in Modern Ireland</i>. Dublin: IPA.</p> <p>Hochschild, A. (2003). <i>The Commercialization of Intimate Life</i>. Berkeley: University of California Press.</p> <p>Klein, N. (2000). <i>No Logo</i>. London: Flamingo.</p>

	<p>Kivisto, K. (Ed.) K. (2011). <i>Social Theory; Roots and Branches</i>. Oxford: Oxford University Press.</p> <p>O’Sullivan, S (Ed.) (2007). <i>Contemporary Ireland; A Sociological Map</i>. Dublin: UCD Press.</p> <p>Ritzer, G. (2001). <i>The McDonaldization of Society</i>. CA: Pine Forge Press.</p> <p>Share, P. and Corcoran, M. (2010). <i>Ireland of the Illusions: A Sociological Chronicle</i>. Dublin: IPA.</p> <p><b>Journals</b>  Irish Journal of Sociology  Irish Journal of Applied Social Studies  British Journal of Sociology  European Societies  American Journal of Sociology  Social Politics</p> <p><b>Essential Viewing:</b>  Moore, M., 2009. ‘<i>Capitalism; A Love Story</i>’  <a href="http://watchdocumentaries.com/capitalism-a-love-story/">http://watchdocumentaries.com/capitalism-a-love-story/</a>  <a href="https://www.irishtimes.com/culture/tv-radio-web/the-great-irish-sell-off-turning-the-spotlight-on-ireland-s-vulture-capitalists-1.2931597">https://www.irishtimes.com/culture/tv-radio-web/the-great-irish-sell-off-turning-the-spotlight-on-ireland-s-vulture-capitalists-1.2931597</a>  <a href="https://www.youtube.com/watch?v=7vMqlgtZuu0">https://www.youtube.com/watch?v=7vMqlgtZuu0</a><a href="https://www.youtube.com/watch?v=xQHm-mbsCwk">https://www.youtube.com/watch?v=xQHm-mbsCwk</a> Michel Foucault <i>Beyond Good And Evil 1993</i>  <a href="https://www.youtube.com/watch?v=WEFvh_mH-XA">https://www.youtube.com/watch?v=WEFvh_mH-XA</a> Arlie Hochschild’s theory of emotional labour.  <a href="https://www.youtube.com/watch?v=FhCMp0ux5bo">https://www.youtube.com/watch?v=FhCMp0ux5bo</a> Arlie Hochschild on the Outsourced Self.  <a href="http://www.shelltosea.com/content/pipe-down-new-documentary-corrib-gas-project">http://www.shelltosea.com/content/pipe-down-new-documentary-corrib-gas-project</a></p>
<b>Module Physical Resource Requirements</b>	Lecture Hall Tutorial Room Wifi Projector