

Sociology and Contemporary Society

Section A: Headline Information							
Module title		Sociology and Contemporary Society					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Dr Catherine O’Sullivan					
Parent programme(s)		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 1					
Semester (semester1/semester2 if applicable)		Semester 2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures, tutorials and web facilitated learning					
Entry requirements (statement of knowledge, skill and competence)		College Entry Requirements must be satisfied for entry onto Stage 1.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		N/A					
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)		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. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.					
Recommended number of learners per module		120					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.3 hours					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, Small Group work Room, Library, IT.					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1: 40	4	1: 10				97: Essay prep & writing: 35 Directed study & Reading: 30 Self-directed study & reading: 32		125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	40%			60%	100%

Section B: Module Descriptor

<p>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</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>This module – Introduction to Sociology 2 builds on the macro level of sociology taught in the previous semester by examining the more micro level sociological areas such as social institutions, social stratification, social change and the environment. Learners should develop the ability to see the link between the macro level aspects of society and the micro level. Also, they should develop an understanding of how society is structured through key social institutions, and how issues such as power, justice and inequality impact on social relations.</p>
<p>Module Aims and Objectives</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, discrimination and environmental problems.</p>

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Describe how society is structured through key social institutions, and how such issues as power, justice and inequality impact on social relations (MIPLO 3, 7). 2. Outline and describe the basic research methods used in sociology, and how sociological research differs from our common-sense understanding of life (MIPLO 3, 8) 3. Assess how human social activities impact on the natural environment (MIPLO 1, 3).
Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<p>This module will build on the previous module 'Introduction to Sociology' which focused on the macro level of sociology. This is achieved by examining the social institutions (family, education, religion, etc.,) that require a micro level analysis; and also social stratification (class, gender etc.,) and social change and the environment.</p> <p>Lectures will deliver the content and 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>
Module Teaching and Learning Strategy	<p>Lectures will deliver 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.</p> <p>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 and Learning Strategy).</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.</p>
Specifications for Module Staffing Requirements	<p>One lecturer. Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1-120 and 1-20.</p>

<p>Module Summative and Formative Assessment Strategy</p>	<p>When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017). Sociology is one module which focuses on the knowledge aspect of both, and meets four of the Minimum Programme Learning Outcomes (MIPLOs).</p> <p>This module will be assessed by a short essay (assessment for learning) and a two-hour two-question written exam (assessment of learning).</p> <p>The essay will have a weighting of 40% and the exam will have a weighting of 60%.</p>
<p>Sample Assessment Materials</p>	<p>Examples of exam questions:</p> <ul style="list-style-type: none"> • What evidence would you use to determine whether Ireland is a meritocracy? • Outline two sociological perspectives on the family. • How useful is Beck's theory of the 'risk society' for our understanding of the relationship between modern society and the environment? (A sample answer is included in Appendix 7) • Expound three sociological perspectives in relation to religion. (A sample answer is included in Appendix 7) • Describe the structural and functional changes that have occurred during the last century in Ireland. • Discuss the relationship between gender, work and family, as three inter-related social institutions and the role that these have in producing gender inequality. <p>Legible hand-writing, attention to spelling, grammar, referencing and addressing the question with focus.</p> <p>Examples of essay titles:</p> <ul style="list-style-type: none"> • The study of sociology enhances our understanding of the world around us. Discuss, and provide examples to illustrate your answer. (A sample answer is included in Appendix 7) • Merton's 'Strain Theory' suggests five responses to the tensions between socially endorsed values and the limited means of achieving them, where widely accepted cultural values conflict with the lived reality for certain groups of individuals. Explain. <p>Times New Roman Font 12 Line-spacing 1.5 Word Count: 1,000-1,250 Soft-copy submission through Turnitin</p> <p>Criteria used for marking: Essay structure, content, grammar, spelling and referencing.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs.</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><u>Other Reading:</u> 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>Macionis, J.J. and Plummer, K. (2012). <i>Sociology: A Global Introduction</i>, (5th edition). UK: Pearson.</p> <p>O’Sullivan, S. (Ed.) (2016). <i>Contemporary Ireland: A Sociological Map</i>. Dublin: UCD Press.</p> <p><u>Recommended Viewing:</u> SAGE Video: Streaming Video Collection TED Talk Presentations</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall Tutorial space Internet Projector Speakers WIFI</p>