## Sociology and Contemporary Society

| Section A: Headline Information | |
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| **Module title** | Sociology and Contemporary Society |
| **Module NFQ level (only if an NFQ level can be demonstrated)** | Level 8 |
| **Module number/reference** | TBC |
| **Module Co-ordinator** | Dr Catherine O'Sullivan |
| **Parent programme(s)** | Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies. |
| **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 ECTS |
| **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. |
| **Recommended number of learners per module** | 25 |
| **Duration of the module** | 1 Semester: 12 Weeks |
| **Average (over the duration of the module) of the contact hours per week (see * below)** | Average 2.3 hours<br><br>2 hours of lectures = 24 hours<br><br>4 x 1 hour tutorial = 4 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) |
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| Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | | | | | |
| 24 | 1: 5 | 4 | 1: 5 | | | | 97:<br><br>Essay prep & writing 35<br><br>Directed study & Reading 30<br><br>Self-directed study & reading 32 | | | 125 hours |

**Allocation of marks (within the module)**

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

| Section B: Module Descriptor | |
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| **Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs** | This module, Sociology and Contemporary Society, 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. |
| **Module Aims and Objectives** | 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. |

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| **Minimum Module Learning Outcomes** | On successful completion of this module, learners should be able to:<br><br>1. Describe how society is structured through key social institutions, and how such issues as power, justice and inequality impact on social relations (MIPLO 1, 3, 8).<br>2. Outline and describe the basic research methods used in sociology, and how sociological research differs from our common-sense understanding of life (MIPLO 1, 3)<br>3. Assess how human social activities impact on the natural environment (MIPLO 3, 5). |
| **Information Provided to Learners about the Module** | College Prospectus specifies module name, stage and ECTS.<br><br>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.<br><br>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.<br><br>Diploma Supplement contains module name, code, stage and ECTS. |
| **Module Content, Organisation and Structure** | 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.<br><br>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. |
| **Module Teaching and Learning Strategy** | 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.<br><br>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). This type of assessment may not be on course content, but acts as a way of facilitating critical and independent thinking. |
| **Work-Based Learning and Practice-Placement** | N/A |
| **E-Learning** | Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes. |
| **Specifications for Module Staffing Requirements** | One lecturer and one tutor. |

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| **Module Summative and Formative Assessment Strategy** | This module will be assessed by a short essay (assessment for learning) and a two-hour two-question written exam (assessment of learning).<br><br>The essay will have a weighting of 40% and the exam will have a weighting of 60%. |
| **Sample Assessment Materials** | Examples of exam questions:<br>• What evidence would you use to determine whether Ireland is a meritocracy?<br>• Outline two sociological perspectives on the family.<br>• How useful is Beck's theory of the 'risk society' for our understanding of the relationship between modern society and the environment?<br>• Expound three sociological perspectives in relation to religion.<br>• Describe the structural and functional changes that have occurred during the last century in Ireland.<br>• Discuss the relationship between gender, work and family, as three inter-related social institutions and the role that these have in producing gender inequality.<br><br>Examples of essay titles:<br>• The study of sociology enhances our understanding of the world around us. Discuss, and provide examples to illustrate your answer.<br>• 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.<br><br>Word Count: 1,000-1,250 |
| **Reading Lists and Other Information Resources** | **Essential Reading:**<br>ESRI/TCD. (2006-). *Growing Up in Ireland*. Dublin: Department of Children and Youth Affairs.<br><br>McDonald, B. (2014). *An Introduction to Sociology in Ireland,* (3rd edition). Dublin: Gill and Macmillan.<br><br>Share, P., Corcoran, M.P. and Conway, B. (2012). *Sociology of Ireland.* Dublin: Gill and Macmillan.<br><br>Stones, R. (ed.) (2017). *Key Sociological Thinking,* (3rd edition). UK: Palgrave Macmillan.<br><br>**Other Reading:**<br>Giddens, A. (2009). *Sociology,* (6th edition). UK: Polity Press.<br><br>Giddens, A. and Sutton, P.W. (2013). *Sociology,* (7th edition). UK: Polity Press.<br><br>*Irish Journal of Sociology.* UK: Sage.<br><br>Macionis, J.J. and Plummer, K. (2012). *Sociology: A Global Introduction,* (5th Edition). UK: Pearson.<br><br>O'Sullivan, S. (Ed.) (2016). *Contemporary Ireland: A Sociological Map.* Dublin: UCD Press. |

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| | **Recommended Viewing:**<br>SAGE Video: Streaming Video Collection<br>TED Talk Presentations |
| **Module Physical Resource Requirements** | Lecture hall<br>Tutorial space<br>Internet<br>Projector<br>Speakers<br>WIFI |