

3rd Year Sociology Handbook



ucc

Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

*Department of Sociology and Criminology
Socheolaíocht agus Coireolaíocht*



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Welcome to Third Year...

From the Head of the Department of Sociology and Criminology

Welcome to your third year in the Department of Sociology & Criminology at UCC! We hope you will continue to have a great experience here. Supported by the academic staff and professional services staff we know that you will enjoy world class research led teaching on a variety of topics that seek to both better understand our social world and make a difference to it. In undertaking your undergraduate programme with us you have developed your sociological imagination and in these times of accelerated social change it is so important to engage with social issues and social problems through this lens.

The courses are primarily on-campus. Attendance at lectures, discussions in tutorials, exchanging views with other students and visiting the library are essential parts of your undergraduate experience. College is a time for exploration and thinking anew, engaging with new perspectives, meeting new people, and joining UCC clubs and societies. To make the most of it, we advise anyone to cut down on social media and screen time, fill your bag with interesting books whether they are on the course or not, and bring a notebook and pen everywhere, not just to take notes on your lectures, but to write down your own thoughts.

We hope you will have a great experience with us, develop many transferrable skills and especially critical thinking skills that will take you into your future careers and life. We wish you an excellent year ahead!

Dr. Tom Boland. Head of Department, Sociology and Criminology, UCC

From the Director of the Undergraduate Programme

We live in times of unprecedented social change. The transformative effects of the Covid 19 pandemic, climate change, war in the Ukraine, war in Gaza/Palestine to name but a few, bring many social issues into sharper focus, including that of deepening race, class and gender inequalities, economic crisis, global inhumanities, rapid loss of biodiversity, digital divides, populism, and gun violence, to name but a few. At the same time, we witness the rise of various social movements of resistance, including Black Lives Matter, MeToo, Fridays for Climate. Is there a better time to study Sociology?

Our programme offers a rich and varied choice of modules on subjects as diverse as social theory, research methods, cities, culture & art, memory, trauma and denial, migration, race & ethnicity, human rights, global justice, crime and deviance, body and culture, class, gender, sexualities, climate change, sustainable development, media, health and illness. We deliver research-based teaching that combines theory and practice in ways that encourage students to question the social world as it is and think about the world as it could be.

We offer all our students a rigorous and scholarly teaching and learning experience of award-winning standard. The safety and wellbeing of all our students and staff is a priority concern for the Department of Sociology and Criminology. We are fully committed to providing a teaching programme that complies with the Government's policy and public health guidelines.

The sections below contain further information regarding the mode of delivery for each module. If you have any queries regarding seminars, please contact our co-ordinator, Dr Joan Cronin (joancronin@ucc.ie). If you have any questions regarding a particular module, please contact the coordinator of that module. Please do not hesitate to email me if you have any further questions at (amin.sharifiisaloo@ucc.ie) We very much look forward to guiding you on your learning journey.

Dr Amin Sharifi Isaloo. Director of the Undergraduate Programme in Sociology

From the 3rd Year Co-ordinator

Well-done on reaching the final year of your undergraduate degree. I and all the sociology and criminology teaching staff are looking forward to working with you over the coming academic year.

In this booklet you will find all the necessary information regarding the Third Year Programme. Please read it carefully and refer to it when needed throughout the year.

This year you will have the opportunity to delve further into sociological theory as well as explore specific sociological topics, ranging from gender to the environment. You will also be able to solidify your research skills by undertaking a research project based on a topic of your choice. The overall objective of the Third Year Programme in Sociology is not only to deepen your knowledge of sociology, but to also explore your sociological imagination further while developing analytical and critical skills embedded in strong theoretical and research capabilities.

Please do not hesitate to email me at johnobrien@ucc.ie if you have any questions. I would like to take this opportunity to wish you best of luck in the coming academic year and I hope you enjoy continuing your sociological journey with us!

Dr John O'Brien
Third Year Co-ordinator

3rd Year in the Department of Sociology and Criminology

Mission Statement of the Department

Sociology & Criminology at UCC is at the cutting edge of teaching and research on the intersection between society, economy, ecology, politics, crime, and culture. Staff pride themselves in being leaders in frontier research on sociological, criminological, and anthropological theory, participatory, ethnographic, and creative methodologies, political and cultural transformation, social inequalities, gender, sexuality, identity, migration, crime, violence and social justice, climate change, sustainable development, health, cities and societies of the future. Embracing the University's ethos of independent thinking, the department offers a unique platform to acquire theoretical and methodological skills applicable to a wide range of research areas. Placing a strong emphasis on academic freedom in the interest of community service, social justice and societal relevance, the department of Sociology & Criminology strives to maintain its distinctive profile as a centre of research and teaching excellence, enabling our students to understand our contemporary society in the light of social justice, ideals, and core values, so that we may think our way through our present challenges and imaginatively reinvent ourselves.

Introduction to Year 3

The main objective of the Third Year Programme in Sociology is to deepen your knowledge of the discipline of sociology, both substantively and theoretically, and to develop further your analytical and critical capacities. Social theory (see SC3001), social research methods (see SC3055), and in-depth knowledge of empirical areas.

The courses SC3001 and SC3055 also develop necessary capacities for the practice of sociology, that is, the undertaking of sociological research. SC3055 gives the student the opportunity to work closely with a member of staff, as their supervisor, and to produce a piece of significant sociological writing. Viewed together, these courses offer a synthetic approach to the study of society and social processes, with theory and empirical inquiry seen as intertwined and interdependent components. Students will find a similar interdependency of theory and research in the optional courses offered.

The Third Year Programme also seeks to further develop students' writing skills. Being able to express oneself clearly, concisely, and logically is a necessary skill for any career. Accordingly, there is a year's work component in all courses, typically an essay. General guidelines for writing and submitting essays are contained below in this booklet.

SC3001 is a required module and all sociology students (excluding those taking only 10 or 20 credits of sociology) are required to take it. SC3055 is optional but worth 15 credits. The required number of additional options is then taken up from the list offered for the current year.

Where to Find Help and Resources

Third Year Co-ordinator

Each year the Department nominates a staff member whom students may contact if they have course-related difficulties. For the academic year 2023/24, Dr. John O'Brien will be the relevant contact person for third year students. He can be contacted by email (johnobrien@ucc.ie) to answer queries or to arrange an appointment.

The Main Office

The main office is located on the First Floor, Askive, Donovan Road. Please contact Ms. Gemma McCarthy (gemmamccarthy@ucc.ie) or Ms. Mary Colette Sheehan (MaryColetteSheehan@ucc.ie) if you have any queries.

Resource Centre

The Department of Sociology & Criminology has a Resource Centre that provides some reading materials for courses in Sociology and Criminology.

Opening Hours during Semester: Paula Meaney (p.meaney@ucc.ie) from the Resource Centre will be available online. Email your queries and they will be responded to from Monday to Friday 9.30 to 1pm.

Undergraduate Student Experience Committee

The Department has an Undergraduate Student Experience Committee which consists of elected student representatives for the different courses and years, and a number of members of staff. The committee meets twice each semester and enables students to contribute to the business of the Department. Students are urged to exercise their right to do this by direct participation on the committee or by channelling suggestions, comments and/or complaints through their representatives. The Department is proud of the fact that it was one of the first departments at UCC with such a committee, and its effectiveness depends upon the input of students.

Academic Advisor

You will have been assigned an academic member of staff as your Academic Advisor. They are available to you to discuss your academic progress. The Academic Advisor will undertake this role for the duration of your degree and will refer you on to student well-being services if you encounter personal or family problems. (<https://www.ucc.ie/en/students/wellbeing/>)

Department Staff Contact Details

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|--|-------------------------------|
| Dr. Myles Balfe, Senior Lecturer | m.balfe@ucc.ie |
| Dr. Tom Boland, Senior Lecturer & Head of Department | tom.boland@ucc.ie |
| Dr. Joan Cronin, Lecturer | joancronin@ucc.ie |
| Dr. James Cuffe, Lecturer | jamescuffe@ucc.ie |
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| Prof. Des Fitzgerald | desfitzgerald@ucc.ie |
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| Dr. Katharina Swirak, Lecturer | k.swirak@ucc.ie |
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| Dr. James Windle, Senior Lecturer | james.windle@ucc.ie |

Overview of Modules and Module Requirements

Third Year Modules offered 2023/2024

| Semester 1 | Credits | Semester 2 | Credits |
|--|---|---|---------|
| SC3001 Social Theory: Paradigms & Perspectives | 5 | SC3003 Sociology of Development and Globalization | 5 |
| SC3004 The Sociology of Community | 5 | SC3009 Sociology of Religions and Civilisations | 5 |
| SC3055 Research Project | <i>Takes place over semester 1 and semester 2</i> | | 15 |
| SC3058 Sociology of Memory, Trauma & Collective Denial | 10 | SC3012 Sociology of the Media | 5 |
| SC3059 Sociology of Law: Legal Justice, Human Rights and Social Change | 10 | SC3029 Sociology of the Environment | 5 |
| SC3066 Medical Sociology | 5 | SC3046 Gender, Sexuality and Inequality | 5 |
| SC2034 Sociology of the City | 5 | SC2017 Sociology of Education / Sociology for Education | 5 |
| | | SC2018 Sociology of Culture and Art | 5 |

A full description of the above modules can be found through this link, where you can search for any module:
<https://ucc-ie-public.courseleaf.com/modules/>

The [appendix](#) of this document also includes detailed description of module content.

The offering of a particular module will depend on the required minimum number of students (10) registering for it.

Please use the below links to find your timetables

UCC WebTimetables: <https://timetable.ucc.ie/SWS/SDB2324/default.aspx>

MyTimetable: <https://www.ucc.ie/en/build/roombookings/mytimetable/>

SC3055 is not timetabled on the main timetabling system. The timetable for SC3055 is the following:

- 14th September, 11 am, Boole 6
- 21st September, 11 am, Western Gateway Building, G04
- 5th October, 11 am, Western Gateway Building, G04
- 19th October, 11 am, Western Gateway Building, G04
- 2nd November, 11 am, West Wing 5
- 16th November, 11 am, West Wing 5

Please use the below link to find module requirements

Details on module requirements for different degree types can be found through this link:

<https://ucc-ie-public.courseleaf.com/programmes/basoc/-programmerequisitestext>

Academic Advice for 3rd Year Students

Fulfilling Module Work Requirements

All sociology students are required to submit work during the year in relation to each of the modules they follow. The requirements for individual modules can be found in the outlines contained in this booklet and on Canvas. This work is an integral part of the module concerned, and it is also an indispensable source of feedback for the student. **Please check the Book of Modules for full details.**

You are strongly advised to ensure that you fulfil all module work requirements, and that you do so in accordance with the deadlines laid down. **Experience shows that students who neglect to fulfil year's work requirements either fail or get poor results.**

Guidance on Self-Directed Study

Every module requires much self-directed study. Here are some tips on how you might spend your study time:

- *Required reading:* Be sure to complete any required reading for the week it is assigned. If you neglect to do the reading or leave it for subsequent weeks, you may have difficulty catching up or understanding the remaining module material.
- *Further reading:* Make use of the further reading list that many module co-ordinators and lecturers provide. Using the reading list selectively will help you not only to deepen your understanding of key issues but will also allow you to make connections across readings and themes. This will improve your ability to write critically and analytically.
- *Keep a learning journal.* It's a good idea to take notes on the readings and what is covered in the module. Keep your ideas and reflections on module material in one place by starting a learning journal. Following the lecture, you should be looking over any relevant lecture notes and link these to the required reading. More importantly and in addition, you should be reading and taking notes from relevant texts cited in the reading list (or using material you have found yourself) so that you can extend your understanding of the subject.
- *Find your own sources:* No reading list can be exhaustive and there is always scope to use material gained from other sources. The most likely sources of relevant information, which you can locate for yourself, are to be found in the library, books and journals as well as newspapers, scholarly blog, podcasts and online magazines.
- *Essay preparation:* Greater depth of reading will better prepare you for essays. You should spend time not only reading texts and taking notes, but also planning the structure and development of your essay so that the final product is coherent, well-argued critical and analytical, and soundly organised. The notes you've taken on module material are an important resource to draw on too.

General Guidelines for Essays

Please note, Guidelines for SC3055, Research Project is contained in a separate handbook which you can find on the Canvas Area for SC3055.

Essays should be written in correct language, from spelling through syntax to punctuation. They should have an introduction, a development and a conclusion.

Recommended Essay Structure

The introduction should address the following:

- What it is the author intends to focus on (the problem or issue)
- What the author seeks to accomplish in the essay (the aim)
- The reason or reasons why the author considers this problem and their approach to addressing it to be important (the rationale);
- The contribution the author seeks to make by writing the text
- Offer wider context that the problem is related to

In the development of the text, the following should be covered:

- A review of literature relevant to the problem
- Application of social theory to show how the specific cases discussed are related to general dynamics and processes
- A series of paragraphs that constitute distinct points, well supported with referenced material from the literature, which all address the problem tackled in the essay.

The conclusion should include a summary of the following:

- An overall statement of the conclusion reached through the detailed discussion in the development
- A self-critical, reflexive assessment of the limitations and strengths of the work done
- Connecting the specifics of the problem or case looked at to a more general level, to show its overall relevance.

Such work should comply with the technical requirements expected of sociological work. They should contain:

- **A table of contents** specifying the structure and direction of argumentation of the text according to section and sub-section titles, as well as page numbers (for dissertations, final year projects, reports etc)
- **References in the text** to literature employed according to the reference system learned in First Year and consistently applied by the author
- **Footnotes or end notes** where it was necessary to elaborate in more detail on a point, but where this would have interfered with the clarity or succinctness of the discussion in the main text.
- **A bibliography** or list of works referred to at the end of the text, including author's name and initials, title, place of publication, publisher and date of publication; and in the case of articles also the journal title, volume, and page numbers.

Referencing

The Department recommends the currently most widely used system, the Harvard system of referencing. We have a **Referencing Booklet** available on the Canvas module homepage, with detailed information on referencing available from the UCC Library:

<https://libguides.ucc.ie/academicintegrity/referencing>.

Good academic practice guidelines

All work submitted by students of the Department of Sociology & Criminology, UCC is expected to represent good academic practice.

Students are advised to ensure they familiarise themselves with some of the issues around academic cheating but also to be aware of what constitutes good academic practice. Both UCC (<https://www.ucc.ie/en/media/support/academicsecretariat/policies/examinations/PlagiarismPolicy2021v4.pdf>) and internal documentation supplied by the Dept. of Sociology & Criminology (style sheet and handbook) - available on the department home page (<https://www.ucc.ie/en/sociology/undergraduate/current/>) - provide information about referencing, writing and academic misconduct.

Avoiding plagiarism

It is important in all written work to avoid plagiarism. Plagiarism is the presentation of material taken directly and without explicit acknowledgement from another source, whether that is a book, an article, the Internet, or another student's work, as your own. Your essay or project must be substantially your own work. When you draw on someone else's work, you must acknowledge your source. You do this by giving the reference to it, following the guidelines to referencing learned in First Year. If you quote directly, you must put that quotation in inverted commas, indicating clearly where the quotation begins and ends (see below for guidelines on plagiarism).

Penalties for plagiarism

Plagiarism: Please note that any work containing material that is transcribed from books, articles, or web sources (other than normal, properly acknowledged quotations) will be given a mark of 0.

The University has produced a plagiarism policy (<https://www.ucc.ie/en/exams/procedures-regulations/>) that clearly outlines what constitutes plagiarism and the procedure to be followed when a case of plagiarism is suspected. This document informs all Department policy in such instances and laid out as follows:

- In the case of suspected plagiarism in 'non-invigilated' assessment (e.g. essays/dissertations), the assignment in question will be, in the first instance, referred to the Head of School/Dept. or nominee. Consultation with the HOD, HOS or nominee must occur PRIOR to informing the student that there is a potential issue with their work.
- If the HOS, HOD or nominee deems that there is a case to answer, the case can be either passed to the Exams and Records office, or a penalty can be applied locally.
- The penalties include:
 - A reduction in mark
 - Award of zero
- If there is evidence of plagiarism (or other academic misconduct) the student will be given the opportunity to respond to the allegation via email or in person. If a meeting is held, students are entitled to have a witness (non-contributing) present.
- If a penalty is applied locally, the student can choose to accept this penalty, or refer their case to the Exams and Records office (see the University Plagiarism Policy).
- As a means of ensuring good academic practice, the Dept. of Sociology & Criminology reserves the right to use Turnitin software on all student submissions.

Submitting Work & Penalties for Late Submissions

The following are the regulations of the department in relation to the submission and return of module work:

All work submitted to meet module requirements must have a **signed** departmental **cover sheet** which can be downloaded from our website at:

<https://www.ucc.ie/en/sociology/undergraduate/current/>

This should include:

- Student's name
- Student ID number
- Year of study, i.e. 1st, 2nd or 3rd
- Programme, e.g. BA, BSocSc, Visiting Student, Higher Diploma etc.
- Module title and code, e.g. Social Theory SC3001
- Type of degree, e.g. Joint Honours, Single Honours, Major, Minor, Language and Cultural Studies

This information is essential to ensure that the marks are assigned correctly. We regret that we are unable to accept work that does not contain this information.

All module work must be submitted by the stated deadlines. These deadlines will be set by individual lecturers and are available in the department's booklet of module outlines or will be communicated directly to students in class.

Penalties will be applied to late work. These are:

- 1-3 days late a **5%** deduction will be made from the assigned mark
- 4 -7 days late a **10%** deduction will be made from the assigned mark
- 8-14 days late a **20%** deduction will be made from the assigned mark

Example: If a piece of work is given a mark of 60% by the lecturer and the work is 1 - 3 days late, the mark recorded for examination purposes will be 57%. If the work is 4 - 7 days late, the recorded mark will be 54, and if 8 -14 days late, it will be 48.

We regret that we cannot accept work that is submitted 14 days or more after the submission deadline.

It is also strongly recommended that students keep copies of all the work that they submit, as the department may have to retain the originals for examination purposes.

Awards

The Department of Sociology & Criminology awards six certificates at the end of 3rd Year:

Outstanding Sociology Student of the Year

This certificate is awarded to the student who receives the highest grade in the graduating Sociology class of that college year.

Outstanding Criminology Student of the Year

This certificate is awarded to the student who receives the highest grade in the graduating Criminology class of that college year.

Best Final Year Project in Sociology

This certificate is awarded to the student who receives the highest grade in the Final Year project, SC3055. **PLEASE NOTE:** Late submissions will **not** be considered for this award.

Best Final Year Project in Criminology

This certificate is awarded to the student who receives the highest grade in the Final Year project, **PLEASE NOTE:** Late submissions will **not** be considered for this award.

Active Citizenship Award

This certificate is awarded to a student of Sociology and/or Criminology who has demonstrated exceptional engagement with and as part of the UCC community.

Appendix. 3rd Year Modules

The below are indicative outlines of 3rd year modules. Please refer to the relevant Canvas Areas for full module outlines.

SC2017 Sociology of Education / Sociology for Education

Module Coordinator: Prof Kieran Keohane

Lecturers: Department of Sociology Staff

Module Objective: To familiarise students with theory, analysis and empirical research on the sociology of education, and to orient students towards teaching Sociology.

As 'Politics and Society' is now part of the secondary schools' Leaving Certificate, this module on Sociology of Education/Sociology for Education will take up the challenge of re-imagining and reinvigorating the core ideals of education as the life-long cultivation of wisdom and civic virtue. Education that enables human flourishing and a healthy body politic means something more than 'skills training' to be utilized for work. Educare means to cultivate, to lead forth, to draw out from within; and wisdom is derived from vis in 'vision' and dom meaning judgment and authority. When we consider the challenges of recovery we realize that it is not just enterprise and innovation in economy and technology -education for work- that is at issue, but more fundamentally a revitalization of our political, cultural and moral institutions. Our individual and collective abilities to be innovative and creative, to adapt to change and to reinvent our society and our economy to face the challenges of recovery and the future, whether in the fields of science & technology, industry & economy, law and politics, culture and the arts will come primarily from vision and the exercise of judgment based on good authority, inspired and guided by the light of higher values and ideals.

Assessment:

Continuous Assessment 100 Marks

Essay - 1 x 3,000 word essay (100 Marks)

SC2018 Sociology of Culture and Art

Module Coordinator: Prof Kieran Keohane

Lecturers: Department of Sociology Staff

Module Objective:

The objective of this module is to offer a theoretically and methodologically informed sociological analysis of culture and art. The first section of the course will introduce students to key sociological and anthropological concepts which facilitate the interpretation of art-works as both reflective of society and potentially transformative – whether literary, cinematic, musical, or whatever sort – including liminality, play and social performativity. Effectively, these suggest that by creating imaginative spaces of narrative and symbolism, art can consider elements of society, and variously re-think and re-evaluate them, or even critique them. The second part of the course will discuss some 'famous' and 'familiar', 'iconic' works of Art by well-known artists, as well as the avant garde, and popular culture, including, for instance: Rembrandt's 'Night Watch' and Beethoven's Symphony no. 9; the French Impressionists, German Expressionists and dada; Picasso, cubism, and modern primitivism; James Joyce's Portrait of the Artist as a Young Man; portraits, and self-portraits, from Velazquez to Frida Kahlo; amongst many others, including artists & works suggested by yourselves. The aim of the course is to approach Art [or art] and Culture [and 'culture'] as 'ways in', pathways towards understanding some of the most fundamental problems of contemporary society and suggesting ways of imaginative & creative reinvention.

Assessment:

Continuous Assessment 100 Marks

Essay - 1 x 1,500 word essay (50 Marks)

Essay - 1 x 1,500 word essay (50 Marks)

SC2034 Sociology of the City

Module Coordinator: Kieran Keohane

Lecturers: Department of Sociology Staff

Module Objective: To explore key classical and contemporary theorists of urban culture within the broader context of Modernity and sustainable living. This module looks at characteristic aspects of cultures of cities in terms of their being symptomatic of broader processes of transformation of Modernity in general, through the work of Simmel, Benjamin and Joyce in particular; with ongoing reference to the question of sustainability.

Assessment:

Continuous Assessment 100 Marks. Essay - 1 x 3,000 word essay (100 Marks)

SC3001 Social Theory: Paradigms & Perspectives

Module Coordinator: Dr. Tom Boland

Lecturers: Department of Sociology Staff

Module Objective: To provide an overview of contemporary social theory with a view to clarifying the principles of theory construction. **Module Content:** This module provides a general yet contextually sensitive overview of the contemporary landscape of Social Theory, across a range of paradigms and perspectives from the 20th and 21st century. The major theoretical traditions are covered in a way that allows the student to develop an understanding both of leading authors and of basic concepts and theoretical models taking into account recent developments in social theory, for instance, the cultural turn, pragmatic sociology, actor network theory, discourse analysis, psycho-analytic approaches, intersectionalism, post-structuralism and beyond. Connections between social theory and modes of enquiry and methods of research will be highlighted in the course. **Learning Outcomes:** On successful completion of this module, students should be able to:

On successful completion of this module, students should be able to:

Give a historical overview of the development of social theory in relation to its changing socio-historical context between the mid-20th century and the present.

Outline what social theory is, and identify the major contemporary directions and the figures representing them.

Present and analyse the basic contemporary social theoretical concepts and models.

Apply various perspectives in social theory to illuminate contemporary cases.

Identify the range of options available for the construction of social theory, and demonstrate a justified choice of position.

Assessment:

Total Marks 100: Continuous Assessment 100 marks (2 x 1500 word essays - 50 marks each)

SC3003 Sociology of Development and Globalization

Module Coordinator: TBA

Module Objective: To introduce the current state of theory in the Sociology of Development and to illustrate how Globalization has transformed understandings of development.

Course Content: The first class of the course each week will consist of a lecture on the week's theme. The second hour will involve students group discussion of the subject based on the set reading for the week. All students are expected to attend all seminars and read the proscribed text before class.

The course begins by examining the historical context of development, examining the roots of the development project and the major schools of development theory— modernisation, dependency and world systems theory.

The next part of the course explores the concept of globalisation, reviewing various theories of globalisation and exploring how these frameworks have altered development theory. Neo-liberalism and global economic institutions are examined in view of their role in structuring contemporary global economic inequality.

The final section of the course examines war and political instability and concludes with reflections on cosmopolitan theories and the relative weakness of global political institutions in terms of the global inequality debate.

Learning Outcomes: On successful completion of this module, students should be able to:

List, describe and outline the main ideas and arguments of each of the theories presented in the course;
Summarize, discuss and compare the theories and case studies presented in the course;
Critically evaluate the relevance of sociological concepts, theoretical insights and research data for the analysis of global inequality in economic, political and cultural forms;
Draw on their experiential knowledge and on theoretical and empirical knowledge in the synthesis of new understandings of contemporary globalization and development issues.

Assessment:

Total Marks 100: Continuous Assessment 100 marks (1 x 3,000 word Essay).

SC3004 The Sociology of Community

Module Coordinator: Dr Gerard Mullally

Module Objective: The aim of the module is twofold: first, to sensitise the student to the many manifestations of community and second, by means of this growing sensitisation to the phenomenon, to encourage greater awareness of developments in both sociological theory and method.

Module Content

Contested Community: The Concept of Community Today
Community and Classical Sociology
Urban Communities and the Chicago School
Community, Identity and Difference
Collective Identity and Boundary Construction
Sociology, Anthropology and Irish Communities
Communities in Cyberspace
Cosmopolitan Communities: The Local and the Global
Post-modern communities?
Community Revisited

Assessment:

Total Marks 100: Continuous Assessment 100 marks (2 x 1500 word essays, 50 marks each.).

Compulsory Elements: Lecture attendance, essay submission.

SC3009 Sociology of Religions and Civilisations

Module Objective: This course will serve as an introduction to some of the main issues in the sociology of religions and civilisations. Its central theme will be the connection between religion and modern civilisation, addressing questions like the following: what role did certain religious ideas and movements play in the rise of modernity? Why is it that modernity is usually associated with the loss of importance of religion? And is this assertion, formulated in the 'secularisation' thesis correct, or rather should one talk about the return of religion under contemporary conditions?

After reviewing some stories and facts on the link between religion and modernity, this course will continue by reviewing the anthropological and historical backgrounds and the conceptual foundations of the sociology of religion. Subsequently, it will employ sociological and anthropological theories and concepts to explore links between religion and the practice of walking (including pilgrimage), religion and the practice of gift-giving, religion and the practice of sacrifice, religion and the practice of ritual performance, and religion and the public sphere. Finally, some comparisons will be drawn between religions, particularly Christianity and Islam, and the question of religious fundamentalism, a theme also central for contemporary politics, will be discussed.

Assessment:

Total Marks 100: Continuous Assessment 100 marks (2 x 1,500 word essays throughout the semester (40 marks each); Participation 20 marks (assessed by online discussions on Canvas).

SC3012 Sociology of the Media

Module Coordinator: Dr. Tom Boland

Module Objective: Modern society is media saturated, from printed text to radio, television and the internet. Rather than simply viewing the media as a 'medium' for the communication of information and ideas, sociologists explore how forms of media transform individuals and society. Indeed, contemporary 'social media' are not just

devices which facilitate social interaction, but actively re-shape how we relate and react to each other, the world around us and current events.

How should the ascendancy of the media be understood? For some, the emergence of the press is associated with liberty, democracy, and social revolutions, as the free exchange of ideas contributes to enlightenment and progress. For others, the media appears as a source of propaganda and ideology, both creating global homogenisation and the fragmentation of shared culture, the tool of political domination and economic exploitation. These perspectives feed into contemporary controversies around free-speech, cancel-culture, political correctness, internet-trolls, conspiracy theories, electoral manipulation by social media, algorithmic surveillance and so on.

Key to understanding this complexity are sociological models which account for the media as a specific and distinctive field; the public, variously conceived as a space of free speech and debate, the public sphere, an arena of performances and a place of transformation. Every day more text, photographs and videos are published on-line than could be viewed in a whole lifetime: Therefore, we need sophisticated theories and the sociological imagination to detect wider trends and underlying discourses within the cacophony or pandemonium of communication.

Beyond these wider debates about the character of the contemporary media scene, this course will also equip students with methods of media analysis which they can apply to stories, scandals or controversies which interest them. As a preliminary, the course will examine contemporary modes of news production – how stories are selected, analysed and presented – with due attention to the ownership and business model of news outlets. Multiple models of how to analyse news text will be offered to students, from propaganda and ideology to framing, interpellation, encoding & decoding and discourse analysis.

Assessment: Total Marks 100: Continuous Assessment 100 marks (2 x 1500 word essays (50 marks each)).

SC3029 Sociology of the Environment

Module Coordinator: Dr. Gerard Mullally

Module Objectives: To trace the social, historical, and cultural bases of environmental concern and the development of the institutional framework for environmental protection in Ireland. To explore the concepts of resilience and transitions to low-carbon societies.

Module Content: The module examines the evolution of environmental concern in Ireland in a comparative sociological perspective. This module looks at the formation of voluntary organisations, the construction of a state apparatus for environmental protection and the key changes in environmental concern up to the 1980s. Specific attention will be given to recent developments in social theory regarding the relationship between culture and nature. In particular, the module will explore the basis of environmental controversy in Ireland, in the context of broader changes in attitudes towards nature. It will examine the contemporary shift in framing environmental concerns from sustainable development in the twentieth century to a growing emphasis on transition to low carbon societies prompted by the climate change debate.

Module Topics

Nature and Sociology

Environmental Sociology and Beyond

Nature and Society: The Historical Context.

The Social Organisation of Environmental Concern.

The Politics of the Environment.

'From Environmentalism to Ecological Discourse?' Questioning Sustainable Development.

Governance, Democracy and Sustainability: Resilience and Transitions to Low Carbon Societies?

The Emergence of the Sociology of Climate Change.

Assessment:

Total Marks 100: Continuous Assessment 40 marks (1 X 3000 word Essay (100 Marks)),).

Compulsory Elements: Lecture attendance and continuous assessment and written examination.

SC3046 Gender, Sexuality and Inequality (Semester 2)

Module Co-ordinators: Dr Theresa O'Keefe and Brenda Mondragón Toledo

Mode of Delivery: This module is taught as a seminar, with student participation incorporated. Students taking this module are expected to read the required readings set out for each week and to contribute to class discussion. All materials for the module will be uploaded on Canvas. A full syllabus with a weekly outlined and assigned reading will be posted to the module page.

Module Objective: To examine specific aspects of gender and sexuality in relation to social research and theory.

Module Content: Identities and social relations linked to gender and sexuality have been significant sites of concern, activism and contestation over recent decades. Despite resultant shifts in how gender and sexuality are defined, expressed and normalised in everyday life, social inequalities based on gender and sexuality still persist. This module explores why this might be so by focusing on gender, sexuality and social inequality from both an analytical and practical perspective. It will concentrate on the concepts of gender and sexuality, trace the historical development of ideas on both and examine how such ideas inform political, economic and social struggles against structural inequalities. Each week we will use sociological approaches, including feminism and queer theory, to explore key themes on gender and sexuality including work, reproductive justice, violence, relationships, intimacy and power. Through this module students will develop their own critical theoretical abilities and be able to situate themselves in current debates on gender, sexualities and social inequalities.

Learning Outcomes: On successful completion of this module, students should be able to:
Examine specific aspects of gender and sexualities in relation to sociological research and social theory.
Critically analyse theoretical approaches to gender, sexualities and social inequalities.
Identify social trends and processes in the arena of gender and sexualities
Evaluate the changes occurring in the sociology of personal life.

Assessment:

Continuous Assessment 100 marks (1 x 2,000 word Essay (85 marks); Participation (15 marks)).

SC3055 Research Project

Module Coordinator: Dr. John O'Brien

Lecturers: Department of Sociology Staff

Module Objective: This module focuses on a substantive research topic (e.g. social pathologies; social movements, social change, and democracy; gender and violence; globalisation and the economy; art and culture; religions and civilisations; sex work; feminisms, gender and sexualities; sustainable development; memory and trauma; forced migration; health and illness, etc.) to develop competencies in social research. Students will work closely with an assigned supervisor to undertake a research project based on an approved research proposal submitted at the end of Year Two. Students are initially prepared for individual research on selected aspects of their chosen topic, including research ethics, before commencing self-directed research.

A Research Project Handbook available on the module Canvas Area gives full details of the module.

Assessment:

Continuous Assessment 300 Marks

Assignment - Literature Review (45 Marks)

Dissertation - 1 x 10,000 word Research Project (255 Marks)

SC3058 Sociology of Memory, Trauma & Collective Denial

Module Coordinator: Dr Tracey Skillington

Lecturers: Department of Sociology Staff

Module Objective: To provide students with a thorough grounding in contemporary sociological debates on the collective memory, trauma and states of denial, as well as more classical sociological explorations of encounters with suffering, violence, forgetting and denial. To connect these sociological debates with some of the more pressing concerns of our times, including collective efforts to come to terms with the trauma and dislocation of war, global climate change, the threat of terrorism, mass migration and human suffering.

This course examines various collective strategies adopted to selectively know and understand inhumane conduct and consider how publics morally disengage from acts of extreme violence and rationalize inhumane conduct, especially during periods of upheaval social unrest. It further assesses how societies adopt collective strategies of 'unknowing' violence (i.e., 'doing denial'), that is, devises ways of looking at the social world without seeing it, or listening without hearing its distress cries. It asks if social and political under-reactions to widespread evidence of violence, hunger, poverty, or ecological destruction today offer us any insights into the relationship between knowledge of suffering (its production and dissemination), social relations among humans, and propensity to act? Using classical Marxist and Weberian analysis, it will explore how social and affective identification with fellow humanity is routinely blocked. It will also assess the role of narrative in establishing the acceptability and coherence of certain violent realities today. The second part of this course considers occasions when societies choose to engage with traumatic memories of violence. It asks what are the triggering mechanisms forcing publics out of a state of denial in this instance (with the disclosure of evidence of crimes of atrocity)? What social, political and cultural factors awaken societies to histories of abuse and accept perpetrator guilt, thereby precipitating a publicly staged 'coming to terms' with episodes of harm? Topics: collective trauma, denial, forgetting, societal guilt, inhumanities, the by-stander society, alienation, societal learning.

Assessment:

Continuous Assessment 200 Marks

Assignment - 3,000 word essay (150 Marks)

Presentation - Individual presentation (50 Marks)

SC3059 Sociology of Law: Legal Justice, Human Right and Social Change

Module Coordinator: Dr Tracey Skillington

Lecturers: Department of Sociology Staff

Module Objective: The module offers a theoretically and methodologically informed sociological clarification of law in contemporary society. Within the framework of the development of society from the early modern to the currently emerging global period, the module focuses on the place and role of law in the constitution and organization of social life. Law is understood in terms of a system of coercive norms and a process of constitutionalisation that both creates and protects freedoms. However, law also exists as a resource used by actors to challenge conventional readings of democracy, justice and right in a highly contested environment. This series of lectures recounts current sociological thinking on the evolving function and interpretation of law in light of debates on the ethics of contemporary war, humanitarian intervention, international tribunals and human rights violations. Attention is given to major trends and to the partially contradictory pursuit of international justice and peaceful relations amongst a community of sovereign states.

Assessment:

Continuous Assessment 200 Marks

Assignment - 3,000 written essay assignment (150 Marks)

Presentation - Individual presentation (online) (50 Marks)

SC3066 Medical Sociology

Module Coordinator: Dr Myles Balfe

Lecturers: Department of Sociology Staff

Module Objective: This module will provide an overview of Medical Sociology, which is a crucial and growing area of Sociology, adding an important perspective on factors that influence health and illness. The module will address a range of Medical Sociological concepts and examples. The precise content of the module will be updated each year to reflect emerging health data and diseases. However the module will address important diseases and conditions (such as infectious disease, chronic illness, diabetes, etc.) as well as key concepts in the area of Medical Sociology (such as risk, trust, standardization, stigma, violence, and social networks).

Assessment:

Continuous Assessment 100 Marks

Assignment – 2,500 written essay assignment (100 Marks)

*Cover image of booklet. Zimmerman P (2020) *Books on Brown Wooden Shelf*. Available at: <https://www.pexels.com/photo/books-on-brown-wooden-shelf-3747505/>. Accessed 05/09/22.