



UCC

Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

UNIVERSITY COLLEGE CORK

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY

**3rd Year Arts and 3rd Year Social Science
Module Booklet 2021/2022**

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Welcome from the Head of the Department

Welcome to the Department of Sociology & Criminology at UCC! As a new or returning student we hope you will 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. In undertaking your undergraduate or postgraduate programme with us you will develop your sociological and/or criminological imagination and in these times of accelerated social change this is such an important time to engage with social issues and social problems through a sociological or criminological lens.

The Department of Sociology and Criminology is committed to the safety and well-being of all students and staff and as much face to face teaching as is feasible within an evolving situation. Given the context of the current Covid-19 pandemic restrictions we will be reinforcing public health guidance throughout the year, for example, the importance of physical distancing at 2 metres, wearing masks in class and frequent hand sanitising. You will see a change to campus with frequent hand sanitising stations and space marked out at 2 metres. Teaching and learning on our programmes will consist of a blended model with as much face to face teaching and learning as is possible alongside online lectures, seminars and directed learning and will include:

- Face to face teaching and learning in seminars/tutorials (subject to prevailing public health requirements and guidelines and staff circumstances).
- Online lectures, tutorials/seminars and directed learning.
- All learning materials to be made available online (this will include a combination of recorded lectures, PowerPoint presentations, online learning exercises and readings) and staff will be available for one to one student consultation, as is our practice.

Those students unable to attend class due to illness, quarantine, or concerns about underlying medical conditions, will have online access to all classes including E-tutorials. Please refer to the UCC information pages at the following link: <https://www.ucc.ie/en/emt/covid19/>

All academic staff are available to meet online, or in person depending on staff circumstances, by appointment. The resource centre and department office staff can be contacted by appointment too. Askive is only accessible by appointment and masks are to be worn in the building.

We know you will have a great experience with us, despite the challenges of current times, develop many transferrable skills and especially critical thinking skills that will take you into your future careers and life. We also encourage you to engage with the wider opportunities that UCC has to offer such as the various clubs and societies and we wish you an excellent year ahead!

Professor Maggie O'Neill
Head of the Department of Sociology & Criminology
University College Cork

Welcome to Sociology!

We live in times of unprecedented social change. The transforming effects of the Covid 19 pandemic have brought many questions into sharper focus, such as those on humanity's mistreatment of nature, rapid loss of biodiversity, the interrelationship between class, race and health inequalities, the widening gap between rich and poor, to name but a few. At the same time, we witness the rise in far-right populism and various new forms of social movement resistance, including Black Lives Matter. 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, migration, race & ethnicity, crime and deviance, class, gender, sexualities, climate change, sustainable development, media, trauma, memory, 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.

While Covid-19 does pose some challenges for the traditional delivery of our programme, we will continue to offer a rigorous and scholarly teaching and learning experience to our students through our award-winning teaching and supervision. The Department of Sociology and Criminology remains committed to the safety and well-being of all students and staff and, therefore, will commit to as much face-to-face teaching as is feasible, in line with current Covid-19 pandemic restrictions and public health guidelines.

Teaching and learning in the Department of Sociology and Criminology's programmes will be delivered via a blended model, combining a mixture of face-to-face and online teaching and learning. The programme will include lectures and weekly workshops. Some lectures and workshops will be delivered face-to-face though it is possible for you to opt to do both fully online.

The sections below contain further information regarding the mode of delivery for each module. If you have any queries regarding workshops, please contact the third year co-ordinator, Dr. Egle Gusciute (egusciute@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 (t.skillington@ucc.ie). We very much look forward to guiding you on your learning journey.

Dr Tracey Skillington
Director of the Undergraduate Programme in Sociology

Welcome to Third Year!

Congratulations on making it through to the Third Year Programme in Sociology! It's a big achievement to get this far, and particularly in light of the unprecedented nature of the last academic year. In this booklet you will find all of the necessary information regarding the Third Year Programme. Please read it carefully and refer back 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.

Covid-19 continues to pose certain challenges and therefore teaching, and learning will consist of a blended mode, including face-to-face teaching as well as online teaching and learning. Please note that Covid-19 pandemic is an ongoing and changing situation and all protocols are subject to change and dependent upon the Covid-19 restrictions and public health guidance.

If you have any queries please do not hesitate to contact me (egusciute@ucc.ie).

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 Egle Gusciute
Third Year Co-ordinator

Mission Statement

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

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. At the core of the programme, this is accomplished in *SC3001* by providing a survey of contemporary sociological theories, drawn mainly from the second half of the twentieth century and the first years of the twenty first century, and in *SC3055* by undertaking a research project based on original research. Yet this objective is also advanced in each and every module.

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.

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, but its effectiveness depends upon the importance given to it by students.

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 2021/22, Dr. Egle Gusciute will be the relevant contact person for third year students. She can be contacted by email (egusciute@ucc.ie) to answer queries or to arrange an appointment.

Sociology and Criminology Lecturers

ASI	Dr. Amin Sharifi Isaloo, Lecturer	amin.sharifiisaloo@ucc.ie
EB	Dr. Evan Boyle, Lecturer	evan.boyle@ucc.ie
EG	Dr. Egle Gusciute, Lecturer	egusciute@ucc.ie
GM	Dr. Gerard Mullally, Lecturer	g.mullally@ucc.ie
JC	Dr. James Cuffe, Lecturer	jamescuffe@ucc.ie
JW	Dr. James Windle, Lecturer	james.windle@ucc.ie
KH	Kevin Hosford, Lecturer	kevin.hosford@ucc.ie
KK	Prof. Kieran Keohane, Professor of Sociology	k.keohane@ucc.ie
KS	Dr. Katharina Swirak, Lecturer	k.swirak@ucc.ie
KSW	Dr. Kevin Sweeney, Lecturer	kevin.sweeney@ucc.ie
MB	Dr. Myles Balfe, Lecturer	m.balfe@ucc.ie
MON	Prof. Maggie O'Neill, (HOD) Professor of Sociology and Criminology	maggie.oneill@ucc.ie
OL	Dr. Orla Lynch, Senior Lecturer	orla.lynch@ucc.ie
POM	Dr. Patrick O'Mahony, Senior Lecturer	p.omahony@ucc.ie
RM	Dr. Richard Milner, Lecturer	richard.milner@ucc.ie
TB	Dr. Tom Boland, Senior Lecturer	tom.boland@ucc.ie
TOK	Dr. Theresa O'Keefe, Lecturer	theresa.okeefe@ucc.ie
TS	Dr. Tracey Skillington, Lecturer	t.skillington@ucc.ie

Overview of Modules and Module Requirements

Third Year Modules offered 2021/2022:

SC3001	Social Theory: Paradigms & Perspectives	(5 credits)
SC3003	Sociology of Development and Globalization	(5 credits)
SC3004	The Sociology of Community	(5 credits)
SC3007	Introduction to Planning and Sustainable Development	(5 credits)
SC3009	Sociology of Religions and Civilisations	(5 credits)
SC3012	Sociology of the Media	(5 credits)
SC3025	Health and Scientific Deviance (<i>for Public Health students only</i>)	(5 credits)
SC3029	Sociology of the Environment	(5 credits)
SC3039	Philosophy of Social Science	(5 credits)
SC3046	Gender, Sexuality and Inequality	(5 credits)
SC3055	Research Project	(15 credits)
SC3058	Sociology of Memory, Trauma & Collective Denial	(10 credits)
SC3059	Sociology of Law: Legal Justice, Human Right and Social Change	(10 credits)

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

Module Requirements:

3rd Year Single Honours (50 credits):

Students taking Single Honours Sociology are required to take 50 credits: SC3001 (5 credits) *plus* 45 credits from: SC2017, SC2018, SC2034, SC3003, SC3004, SC3007¹, SC3009, SC3012, SC3029, SC3039, SC3046, SS3033¹, (5 credits per module), SC3058 (10 credits), SC3059 (10 credits), SC3055 (15 credits).

Note: ¹ Students cannot select both SC3007 and SS3033.

3rd Year Major Honours (40 credits):

Students taking Major Honours Sociology are required to take 40 credits: SC3001 (5 credits), *plus* 35 credits from: SC2017, SC2018, SC2034, SC3003, SC3004, SC3007¹, SC3009, SC3012, SC3029, SC3039, SC3046, SS3033¹(5 credits per module), SC3058 (10 credits), SC3059 (10 credits), SC3055 (15 credits).

Note: ¹ Students cannot select both SC3007 and SS3033.

3rd Year Joint Honours (30 credits):

Students taking Joint Honours Sociology are required to take 30 credits: SC3001 (5 credits), *plus* 25 credits from: SC2017, SC2018, SC2034, SC3003, SC3004, SC3007¹, SC3009, SC3012, SC3029, SC3039, SC3046, SS3033¹, (5 credits per module), SC3058 (10 credits), SC3059 (10 credits), SC3055 (15 credits).

Note: ¹ Students cannot select both SC3007 and SS3033.

3rd Year Major Honours (20 credits):

Students taking 20 credits of Sociology may select from the modules on offer, excluding SC3055 from: SC2017, SC2018, SC2034, SC3001, SC3003, SC3004, SC3007¹, SC3009, SC3012, SC3029, SC3039, SC3046, SS3033¹, (5 credits per module), SC3058, SC3059 (10 credits per module).

Note: ¹ Students cannot select both SC3007 and SS3033.

3rd Year Single Honours Minor:

Students taking Single Honours Sociology Minor are required to take 10 credits from the modules on offer, excluding SC3055.

3rd Year Applied Psychology:

Students taking Applied Psychology can take 5 credits from the modules on offer.

3rd Year Social Science:

Students following Sociology in Third Year Social Science are required to take SC3001 plus two further modules from the module list (10 credits) under Sociology & Society III. For further requirements, please consult the Department of Applied Social Studies.

Students who fail SC3055 should apply to the Department for guidance on how to fulfil this requirement for repeat examinations. Students who are repeating a module must contact the Department regarding course requirements for that module.

NOTE FOR SOCIAL SCIENCE STUDENTS: Students wishing to undertake postgraduate studies in Sociology are encouraged to take at least 45 credits of Sociology overall in Second and Third Social Science, including SC2001, SC2065, SC3001 and SC3055.

Sociology Department Undergraduate Timetable 2020-2021.

Please check with the Department or our Department website on <https://www.ucc.ie/en/sociology/undergraduate/current/> for the final version of the timetable.

Year's 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. **Past experience shows that students who neglect to fulfil year's work requirements either fail or get poor results.**

General Guidelines for Essays

(N.B. Guidelines for projects are contained in a separate research project handbook)

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

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);
- how the author intends to deal with the problem and reach the aim of the text (the methodology);
- the reason or reasons why the author sees fit to select this problem, to pursue this aim, and apply this methodology (the rationale); and finally
- the contribution the author seeks to make by writing the text (e.g. systematizing existing knowledge, filling a gap in the literature, exploring a new area, producing new knowledge, etc.).

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

- a review of literature relevant to the problem;
- a theoretical clarification or framework in terms of which sense can be made first of the problem and, second, of the aim of the essay;
- an extended treatment of the problem in pursuit of the realisation of the aim.

The **conclusion** should include a summary of the following:

- the state of the development of the problem reached;
- the degree to which the aim was achieved;
- a self-critical, reflexive assessment of the limitations and strengths of the work done, including a statement of the contribution of the author to the literature and how it could be taken further.

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** in order to comment on any point or to situate it in the context of current debates;
- **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.

The Department recommends the currently most widely used system, the Harvard system of referencing. We have a *Referencing Booklet* available on our website and on the Canvas module homepage.

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).

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

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 I.D. number
- Year of study, i.e. 1st, 2nd or 3rd
- Type of Degree, e.g. B.A., B. Soc. Sc., Visiting Student, Higher Diploma
- Module Title and Code, e.g. Social Theory SC3001
- Type of Degree, i.e. 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.

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.

Good academic practice guidelines for students (Dept. of Sociology & Criminology)

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 make use of RED @UCC (Resources for Education) to familiarize themselves with some of the issues around academic cheating but also to be aware of what constitutes good academic practice.

Both RED@UCC and internal documentation supplied by the Dept. of Sociology & Criminology (style sheet and handbook) - available on the department home page - provide information about referencing, writing and academic misconduct.

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.

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 any and all student submissions.

If we suspect plagiarism in 'non-invigilated' assessment (e.g. essays), the assignment will be in the first instance be 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 Head of School/Dept or nominee deems that there is a case to answer, the case can be either passed to the Exams and Records office (in the form of a report from the HOD/HOS) or a penalty can be applied locally.

If the case is to be dealt with locally, the options for penalty include:

- A reduction in mark
- Award of zero

Prior to reporting a grade, the student must be given the opportunity to respond to the allegation (via email, or in person). If a meeting is held, a witness (non-contributing) should be 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.

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.

Guidance on Self-Directed Study

Due to Covid-19 health and safety requirements it is expected that all Sociology modules for 2021-22 will be delivered either partially (face-to-face and online) or wholly online. This may in fact change throughout the course of the academic year as this is an evolving situation. Each module will therefore require some individual or self-directed study. Here is 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.

Sociology Modules 2021-22

Semester 1	Semester 2
SC3001 Social Theory: Paradigms & Perspectives	SC3003 Sociology of Development and Globalization
SC3004 The Sociology of Community	SC3007 Introduction to Planning and Sustainable Development
SC3025 Health and Scientific Deviance (<i>for Public Health students only</i>)	SC3009 Sociology of Religions and Civilisations
SC3055 Research Project	SC3055 Research Project
SC3058 Sociology of Memory, Trauma & Collective Denial	SC3012 Sociology of the Media
SC3059 Sociology of Law: Legal Justice, Human Right and Social Change	SC3029 Sociology of the Environment
	SC3039 Philosophy of Social Science
	SC3046 Gender, Sexuality and Inequality

SC3001 Social Theory: Paradigms & Perspectives (Semester 1)

Module Coordinator: Dr. Tom Boland

Lecturers: Department of Sociology Staff

Mode of Delivery: Blended format consisting of an in-person and online teaching, depending on public health advice.

Course Order: Weeks 1-4 Dr. Tom Boland: Weeks 5-8 Prof. Kieran Keohane, Weeks 9-12 Dr. Patrick O'Mahony. Essay questions will be released and deadlines set in October. (2x1,500 word essays.)

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)

Some readings for the course are available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

Section 1 (8 hours, weeks 1-4) – Dr. Tom Boland

Crises provoke us to think – they reveal something about our world; the Covid-19 pandemic demonstrates the uncertainty, precariousness and vulnerability of modern society, but also poses questions for social theory. Despite the extreme disruption of everyday life, certain elements persisted: For instance, the state played a prominent role in regulating and monitoring the population – supporting society, yet personal and individual lives continued in pods, bubbles and households; Despite the ‘pause’ on life, most sectors of the economy continued and others grew – even if ecologically unsustainable, business as usual went on; Lock-downs notwithstanding, political protests, especially #BLM and populist movements...

For Social Theory, the state, the economy, the individual, politics and criticism are all generated by society, in complex ways. Yet that also begs the question; What is Society? What does it mean to call something social? Does the adjective ‘social’ always mean the same thing? (compare ‘social interaction’ and ‘social justice’ for instance). Indeed, social theorists recognise that how society is thought about matters – whether we think about ourselves as merely a population – like a herd – or a community with solidarity changes our perception, actions and eventually, social structures.

This section of the course introduces the thought of key thinkers Michel Foucault, Judith Butler and Zygmunt Bauman. Each theorist also provides a perspective on modern society which helps us clarify the peculiarity of the present in its contradictions: increased personal freedom balanced against state control, relativism and conspiracy theory amid technological and scientific development, individualism, yet homogenisation, more productive workers who are more avid consumers.

Reading List:

1: Michel Foucault

Foucault, M. (1984). The Subject and Power. *Critical Inquiry* 8(4), 777-795.

Foucault, M. (1981) *Omnes et Singulatim: Towards a criticism of ‘Political Reason’*. In: McMurrin SM (ed.), *The Tanner Lectures on Human Values*. Salt Lake City, UT: The University of Utah Press, 223– 254.

Foucault, M. (1993) *About the Beginning of the Hermeneutics of the Self: Two Lectures at Dartmouth Political Theory*, 21(2): 198-227.

Foucault, M. (1997) “What is Critique?” in *The Politics of Truth*, eds. Sylvère Lotringer and Lysa Hochroth, New York: Semiotext(e)

Foucault, M. (2005) *The Hermeneutics of the Subject: Lectures at the College De France, 1981–1982*. London: Palgrave.

Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. New York: Random House LLC.

Foucault, M. (2008) *The Birth of Biopolitics*. London, Palgrave. (selected lectures).

2. Judith Butler

Butler, J. (1989) ‘Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory’ *Theatre Journal*: 40(4): 519-531.

Butler, J. (1999) *Gender Trouble*. London, Routledge.

Butler, J. (1997) *The Psychic Life of Power: Essays in Subjection*. Stanford, Stanford University Press.
 Butler, J. (2004). Giving an Account of Oneself. *Diacritics* 31(4), 22-40.
 Butler, J. (2004) "What is Critique? An Essay on Foucault's Virtue" pp 302-322 in Salih, S. (Ed.) *The Judith Butler Reader*. Oxford, Blackwell.
 Butler, J., (2014) 'Bodily Vulnerability, Coalitions, and Street Politics.' *Critical Studies*, **37**, pp. 99-119,247

3. Zygmunt Bauman:

Bauman, Z. (2002) 'The 20th Century: the End or a Beginning?', *Thesis Eleven*, 70(1), pp. 15–25.
 Bauman, Z. (2000) *Liquid Modernity*. Polity, Cambridge University Press. (extracts)
 Bauman, Z. (1988) 'Sociology after the Holocaust' *British Journal of Sociology*, 39(4): 469-497.
 Bauman Z. (2001) 'Consuming Life.' *Journal of Consumer Culture*. 1(1):9-29
 Bauman, Z. (2007) 'Collateral Casualties of Consumerism.' *Journal of Consumer Culture* 7(1): 25–56.

Additional readings will be made available on CANVAS. The **Resource Centre** is [ONLINE](#) this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

Section 2 (8 hours) – Prof. Kieran Keohane

If 'every revolution sets afoot a new man' (Fanon) and 'every society imagines an ideal-type subject who is the cornerstone of the whole social edifice' (Durkheim) who is the subject of the neo-liberal revolution, and what is the edifice of our present form of civilization?

We will begin by sketching some contexts: democracy eclipsed by populist authoritarianisms; legitimization deficits and the European Union; resurgent nationalisms, sectarianisms, tribalisms, illiberalisms; ultra-liberal market fundamentalism and the neo-monarchal restoration in the form of a global corporate technocratic oligarchy enabled by a web of 'command-control-communications intelligence' [Cx3AI] plus weaponized social media -the 'Panopticon reloaded'; all in the context of planetary climate breakdown. Against this backdrop we will consider the problem of 'the unnamable present' (Calasso). Is the 21st century 'a recurring nightmare of the 19th century' (Benjamin) or the historical *ricorso* of a new dark age of barbarism (Vico)? Can we explain and understand our times in terms of 'dialectics of Enlightenment' (Arorno & Horkheimer); the 'disenchantment of the world' and a culture of nihilism (Weber)?; 'fragmentation of consciousness' (Jameson) and 'intensification of mythic consciousness' (Benjamin)? Is our present age to be grasped and understood in terms of "the ongoing unfinished project of modernity"; "post-modernity"; "late-modernity"; "hyper-modernity". We will look particularly at two contemporary social theories, Hartmut Rosa's theory of 'social acceleration', dysrhythmia, and loss of resonance; and Dany Robert Dufour's focus on the loss of master-signifiers, scrambling the symbolic orders of society, destabilizing subject formation and generating social pathologies of contemporary civilization; and we will consider their respective diagnoses, prognoses, and their sociological-therapeutics.

INDICATIVE READINGS:

- R. Calasso (2017) *The Unnamable Present*. New York: Picador
- D-R. Dufour (2009) *The Art of Shrinking Heads: The New Servitude of the Liberated in an Age of Total Capitalism*. Cambridge: Polity.
- J. Habermas (2018) “New” perspectives for Europe’ *Social Europe*, October 22nd 2018
- F. Jameson (1991) *Postmodernism, or the cultural logic of late capitalism?* Chapel Hill NC: Duke University Press.
- K.Keohane, A. Petersen, B. van den Bergh (2017) *Late Modern Subjectivity and its Discontents*. London; Routledge.
- L. Layton (2013) “The psycho-social effects of neoliberalism” *Psychoanalysis, Culture & Society* vol 19 (1) 1-4.
- H. Rosa (2013) *Social Acceleration: a new Theory of Modernity*. New York: Columbia University Press.

Some readings for the course are available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

Section 3 (8 hours) – Dr. Patrick O’Mahony

This series of lectures will mainly concentrate on the critical sociology of Pierre Bourdieu, one of the most resonant social theories of the last half century. It will begin by placing Bourdieu in the context of social theory generally, and then examine his core concepts of habitus, social field, and reflexivity. This will be the substance of the first three lectures. The last lecture will return to the theme of Bourdieu in the context of other important social theories of Habermas and Luhmann and suggest in what ways his approach compares with and differs from these theories. The lectures will aim to generate insight into important dimensions of contemporary social theory, focalized through Bourdieu, but also giving insight into other theories.

Some readings for the course are available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings. A full bibliography will be made available at the beginning of the lectures.

Module Coordinator: Dr. Amin Sharifi Isaloo

Mode of Delivery: In person in the lecture theatre (subject to the evolving situation with Covid 19 pandemic). All updated on the situation will be communicated through Canvas. All communications concerning the module will be through Canvas and all materials for the module will be uploaded on Canvas containing three folders:

- PowerPoint slides, with audio.
- Readings
- Links to films / videos, and web resources.

There will be a weekly online group discussion on Canvas.

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).

LECTURES AND READINGS

Week 1: Course Introduction and Historical Context of Development

Week 2-3: Theories of Development: Modernisation Theory, Dependency Theory, World Systems Theory, etc.

Valenzuela, J. S. and Valenzuela, A. (1978) 'Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment', *Comparative Politics*, 10 (4): 535-557.

Robinson, W. I. (2011) 'Globalization and the sociology of Immanuel Wallerstein: A critical appraisal', *International Sociology*, 26 (6): 723-745

Week 4: Liminality and schismogenesis theories: Explaining Development and Globalisation

Szakolczai, A. (2016) Processes of social flourishing and their liminal collapse: elements to a genealogy of globalization, *The British Journal of Sociology*, 67 (3): 435-455

Week 5: From Development to Globalisation

Robinson, W. I. (2011) 'Global Capitalism Theory and the Emergence of Transnational Elites', *Critical Sociology*, 38(3): 349– 363.

Week 6: Conceptualising Globalisation: Changing Relations between Time and Space

Birth, K. (2007) 'Time and the Biological Consequences of Globalization', *Current Anthropology*, 48 (2): 215-236.

Week 7: Globalisation and Identity

Van Der Bly, M. C. E. (2007) 'Globalization and the Rise of One Heterogeneous World Culture: A Microperspective of a Global Village', *International Journal of Comparative Sociology*, 48(2-3): 234 – 256.

Week 8: Globalisation and its Discontents: Contemporary Global Economic and Inequality

Mills, M. (2009) 'Globalization and Inequality', *European Sociological Review* 25 (1): 1–8.

Sassen, S. (2014) 'These Charts Show Growing Numbers of People Being Excluded from the Economy', *Huffington Post*, November 11, 2014.

Week 9: Problematising and Critiquing Development and Globalisation as a Project

Sylvester, C. (1999) 'Development studies and postcolonial studies: Disparate tales of the "Third World",' *Third World Quarterly*, (4): 703-721.

Week 10: Gender, Development and Globalisation

Acker, J. 'Gender, Capitalism and Globalization', *Critical Sociology*, 30 (1): 17-41.

Week 11: Democracy, War and Political Instability

Barber, B. (1992) 'Jihad versus McWorld', *The Atlantic*, 269, (3): 53-65.

Week 12: Cosmopolitanism, Global Political Institutions and Conclusion

Dallmayr, F. (2003) 'Cosmopolitanism: Moral and Political'. *Political Theory*, 31 (3): 421-442.

Bardhan, P. (2001) 'Social Justice in the Global Economy', *Economic and Political Weekly*, 36 (5): 467-480.

Additional Readings

Bichler, R. M. and V. Gaderer (2009) 'Position Paper Number 2 for the Workshop "Towards Criteria of Sustainability and Social Meaningfulness in Development": Critical Reflections on Modernization Theoretical Thinking and its Implications for ICTs in Development', *tripleC* 7(2): 408-414.

Brucato, B. (2012) 'The Crisis and a Way Forward: What We Can Learn from Occupy Wall Street', *Humanity & Society*, 36(1): 76-84.

Chirot, D. and T. D. Hall (1982) 'World-System Theory', *Annual Review of Sociology*, 8: 81-106.

Clayton, T. (2004) 'Competing Conceptions of Globalization" Revisited: Relocating the Tension between World-Systems Analysis and Globalization Analysis', *Comparative Education Review*, 48 (3): 274-294

Cottle, S. (2011) 'Taking global crises in the news seriously: Notes from the dark side of globalization', *Global Media and Communication*, 7(2): 77-95.

Esteva, G. (2003) 'Development', in W. Sachs (eds) *The Development Dictionary*. London: Zed Books.

Greig, A., D. Hulme and M. Turner (2007) *Challenging Global Inequality: Development Theory and Practice in the 21st Century*. New York: Palgrave Macmillan.

Habermas, J. (2001) *The Postnational Constellation: Political Essays*. Cambridge: Polity.

Haynes, J. (2008) *Development Studies*. Cambridge: Polity Press.

Kapoor, I. (2002) 'Capitalism, Culture and Agency: Dependency versus Post-Colonial Theory', *Third World Quarterly*. 23 (4): 647-664.

McMichael, P. (2002) *Development and Social Change*. London: Pine Forge.

Morvairidi, B. (2008) *Social Justice and Development*. New York: Palgrave Macmillan.

Noel, A. (2006) 'The New Global Politics of Poverty'. *Global Social Policy*. 6 (3): 304-333.

Norris, P. (2000) 'Global Governance and Cosmopolitan Citizens' In Held, D. and A. McGrew (eds) *Global Transformations Reader*. Cambridge: Polity.

Nye, J. (2008) 'Public Diplomacy and Soft Power'. *The Annals of the American Academy of Political and Social Science*, 616: 94-109.

Omar, S. M. (2012) 'Rethinking Development from a Postcolonial Perspective', *Journal of Conflictology*. 3 (1): 42-49. Campus for Peace, UOC.

Pieterse, J. N. (1995) 'Globalization as Hybridisation' in M. Featherstone et al (eds) *Global Modernities*. London: Sage.

Potter, R. et al. (2008) *Geographies of Development: An introduction to Development Studies*. New York: Prentice Hall.

Ritzer, G. (2010) *Globalization: A Basic Text*. John Wiley & Sons.

Ritzer, G. (1996) *The McDonaldisation of Society*. Newbury Park: Sage.

Robertson, R. (1992) *Globalization: Social Theory and Global Culture*, London: Sage.

- Robinson, W. I. (2002) 'Remapping Development in light of Globalisation: From a Territorial to a Social Cartography', *Third World Quarterly* 23 (6): 1047-1071.
- Robins, K. (1997) 'Encountering Globalization' In Held, D. and A. McGrew (eds) *Global Transformations Reader*. Cambridge: Polity.
- Sassen, S. (2007) *A Sociology of Globalization*. New York: WW Norton.
- Scholte, J. A. (2000) *Globalization: A Critical Introduction*. London: Palgrave.
- Sengupta, C. (2001). 'Conceptualising Globalisation: Issues and Implications'. *Economic and Political Weekly*, 36 (33): 3137-3143.
- Sklair, L. (2002) *Globalization: Capitalism and its Alternatives* (3rd Edition) Oxford: Oxford: University Press.
- Smith, A. D. (1990) 'Towards a Global Culture' in Featherstone, M. (ed) *Global Culture: Nationalism, Globalization and Modernity*. London: Sage.
- Smith, M. (2006) *Beyond the African Tragedy: Discourses on Development and the Global Economy*. Aldershot: Ashgate.
- Stiglitz, J. (2002) *Globalisation and its Discontents*. London: Penguin.
- Timmons, R. J. and Hite, A. (2007) *The Globalisation and Development Reader: Perspectives on Development and Global Change*. London: Blackwell, 2007.
- Tomlinson, J. (2000) 'Globalization and Cultural Identity' In Held, D and A. McGrew (eds) *Global Transformations Reader*. Cambridge: Polity.
- Waters, M. (2001) *Globalisation*. London: Routledge.
- White, S. (2002) 'Thinking Race, Thinking Development', *Third World Quarterly*. 23(3): 407-419.

Some readings for the course are available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

SC3004 The Sociology of Community (Semester 1)

Module Coordinator: Dr Gerard Mullally

Teaching Staff: Dr. Evan Boyle

Mode of Delivery: Online. All communications concerning the module will be through Canvas and all materials for the module will be uploaded on Canvas containing three folders:

- All materials for the module are on Canvas.
- All communications concerning the module will be through Canvas.
- There will be a weekly live online discussion forum on 'Teams' at the conventionally scheduled lecture time.

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.

Core Readings: Delanty, G. (2003) *Community*. London: Routledge.

Additional Readings: Topic-related readings will be assigned in class and made available through Canvas. and/ or the Departmental Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

Module Coordinator: Prof. Kieran Keohane; with Staff from the Centre for Planning Education & Research.

Mode of Delivery: Blended learning. Live, in-class lectures & exercises (recorded on Panopto for asynchronous learning); walking classes/ site visits.

The covid 19 pandemic is an ongoing dynamic situation, and our delivery of this module may change, in accordance with Public Health guidelines. All updates and changes will be communicated through Canvas.

Module objective

Planning has enjoyed significant interest in recent decades both as a discipline and profession. This can be attributed to unprecedented population and economic growth, but also the need to address social, economic and environmental issues in an increasingly globalized and unequal society. It has become widely accepted that planning offers potential in addressing the problems of present day society, finding long term solutions for current and future generations, and working towards the goal of sustainable development. The objective, therefore, for this module is to introduce students to the principles and practice of planning and sustainable development, and highlight the strategic role of planners in shaping our society.

Module content

Students will be introduced to contemporary issues and debates surrounding planning and sustainable development at local, national and international levels. Through case studies and real world challenges, students will be introduced to planning practice and procedures, and will get a hands-on experience of planning techniques. Students are also exposed to the key theoretical and intellectual dimensions of the discipline. Students will be stimulated and challenged through debates and group discussion. Module assessment is established in way that exposes students to the practicalities of the challenges in dealing with the urban environment. This includes self-directed urban exploration, city field work exercises, report writing and in-class feedback and discussion.

The Learning Outcomes are as follows:

- Demonstrate an understanding of issues in strategic planning
- Describe the main planning processes
- Understand the dynamic influence of society, the environment and the economy
- Engage with contemporary dialogues in planning.

Teaching philosophy and delivery

This is a very dynamic module that makes a concerted effort to relate theories and practices in planning. We deliberately avoid focusing on the more mundane and descriptive accounts of planning processes, emphasizing much more an exploration of a series of narratives around key subjects – urban space, place making, movement and access, international planning, heritage, public consultation, metropolitan thinking – seeking to draw on students’ learning

from other subject areas - as well as from their own experiences and knowledge of places and planning relevant issues. The lectures therefore try to accommodate engagement with both the theories and practices of planning - involving a blend of learning and teaching techniques.

In addition, we are particularly concerned with trying to encourage students to engage in both a critical and applied way with some key themes in contemporary planning. In this way, we endeavour to bring to life some of the principal strands of planning thinking in a classroom environment. This involves active student engagement, group work, in-class exercises, spatial critiques and the assessment also involves a blend of applied and conceptual work this module attracts many international students; this mix adds depth to the discussion of places and planning issues, and enhances peer-to-peer learning through the varied perspectives of students.

The covid 19 pandemic is an ongoing dynamic situation, and our delivery of this module may change, in accordance with Public Health guidelines. All updates and changes will be communicated through Canvas.

Assessment: This module is 100% Continuous Assessment. The first is typically an urban exploration/urban critique based on a walking tour that students take following a prescribed route across Cork City. The second is an essay/reflection based on contemporary planning issues in the media.

CORE READINGS

- Aalen, F. (1997) *The Challenge of Change*, in: Aalen, Whelan & Stour (Eds) *Atlas of the Irish Rural Landscape* (Cork, Cork University Press).
- Alexander, C., Ishikawa, S., Silverstein, M., Jacobson, M., Fiksdahl-King, I., & Shlomo, A. (1977). *A pattern language?: towns, buildings, construction* / Christopher Alexander, Sara Ishikawa, Murray Silverstein, with Max Jacobson, Ingrid Fiksdahl-King, Shlomo Angel. Oxford University Press.
- Appleyard, D., Gerson, M., & Lintell, M. (1981). *Livable streets* / Donald Appleyard, with M. Sue Gerson and Mark Lintell. University of California Press.
- Atlas of Cork City*, J. Crowley, R. Devoy, D. Linehan & P. O'Flanagan, Eds. (2005) (Cork, Cork University Press).
- Bannon, M. J. (1985) *The Emergence of Irish Planning 1880-1920* (Dublin, Turoe Press 1985).
- Beatley, T. (1994). *Ethical land use : principles of policy and planning* / Timothy Beatley. Johns Hopkins University Press.
- Breheny M. (Ed.) (1992) *Sustainable development and urban form*, Pion, London
- Carson, R., Darling, L., & Darling, L. (1962). *Silent spring* / by Rachel Carson ; drawings by Lois and Louis Darling. Houghton Mifflin Company.
- Couch, Chris. (2016) *Urban Planning: An Introduction*. London: Macmillan Education, Palgrave; New York, NY: Palgrave Macmillan.
- Cullen, Gordon. (1971) *The concise townscape*. New York: Van Nostrand Reinhold Company.
- Edwards, Claire and Imrie, Rob. (2015) *The Short Guide to Urban Policy*. Bristol, UK : Policy Press.
- Engels, Friedrich. (1844) *The Condition of the Working-Class in England*. London :Swan Sonnenschein & Co. Paternoster Square.
- Faludi, A. (1973). *A reader in planning theory*. ([1st ed.]). Pergamon Press.

- Garreau, J. (1991). *Edge city : life on the new frontier* / Joel Garreau. (1st ed.). Doubleday.
- Geddes, P. (1968). *Cities in evolution; an introduction to the town planning movement and to the study of civics*. With a new introd. by Percy Johnson-Marshall. H. Fertig.
- Gehl, J. (1987). *Life between buildings : using public space* / Jan Gehl ; translated by Jo Koch. Van Nostrand Reinhold.
- Gehl, Jan and Svarre, Birgitte. (2013) *How to Study Public Life*. Washington; London: Island Press.
- Gehl, Jan. (2010) *Cities for People*. Washington, DC; London: Island Press.
- Hall, P. (1988). *Cities of tomorrow : an intellectual history of urban planning and design in the twentieth century* / Peter Hall. Blackwell.
- Hall, P. (1992) *Urban and Regional Planning*, Third edition (London, Routledge).
- Hall, P. (2002) *Cities of Tomorrow : An Intellectual History of Urban Planning and Design in the Twentieth Century*, Third edition (Oxford, Blackwell).
- Jacobs, J. (1961). *The death and life of great American cities* / Jane Jacobs. Random House.
- Jacobs, Jane. (1993) *The Death and Life of Great American Cities*. New York : Modern Library.
- Jenks M., Burton E. and Williams K. (1996) *The Compact city : a sustainable urban form?* E&F Spon.
- Katz, P., Scully, V., & Bressi, T. (1994). *The new urbanism : toward an architecture of community* / Peter Katz ; afterword by Vincent Scully ; essays by Todd Bressi [and others]. McGraw-Hill.
- Kunstler, J. (1993). *The geography of nowhere : the rise and decline of America's man-made landscape* / James Howard Kunstler. Simon & Schuster.
- LeGates, Richard T. and Stout, Frederic. Eds. (2011) *The City Reader*. London ; New York : Routledge.
- Lynch, K. (1981). *A theory of good city form* / Kevin Lynch. MIT Press.
- Lynch, Kevin. (1960) *The Image of the City*. Cambridge, Mass. : MIT Press.
- May, A.D., (2013). *Urban transport and sustainability: The key challenges*. *International journal of sustainable transportation.*, 7(3), pp.170-185.
- McDonald, F. & Nix, J. (2005) *Chaos at the Crossroads* (Kinsale, Co. Cork, Gandon Books).
- McHarg, I. (1969). *Design with nature* [by] Ian L. McHarg. ([1st ed.]). Published for the American Museum of Natural History [by] the Natural History Press.
- Mumford, L. (1961). *The city in history : its origins, its transformations, and its prospects* / by Lewis Mumford. Harcourt, Brace & World, Inc.
- Putnam, R. (2000). *Bowling alone : the collapse and revival of American community* / Robert D. Putnam. Simon & Schuster.
- Schumacher, E. (1976). *Small is beautiful : economics as if people mattered* / E.F. Schumacher. (1st Perennial Library ed.). Harper & Row.
- Urban Task Force (1999). *Towards an urban renaissance : mission statement.. Final report of the urban task force chaired by Lord Rogers of Riverside, DETR, London.*
- Vuchic, V. (1999). *Transportation for livable cities* / Vukan R. Vuchic. Center for Urban Policy Research.
- Whyte, W. (1980). *The social life of small urban spaces* / by William H. Whyte. Conservation Foundation.
- Williams, K., Burton, E. and Jenks, M. (Eds.) (2000). *Achieving sustainable urban form*. E & F Spon

Additional readings to be issued throughout the delivery of the module by lecturers/ contributors.

Module Coordinator: Dr. Amin Sharifi Isaloo

Lecturers: Dr. Amin Sharifi Isaloo and Dr. Tom Boland

Mode of Delivery: In person in the lecture theatre (subject to the evolving situation with Covid 19 pandemic). All updated on the situation will be communicated through Canvas. All communications concerning the module will be through Canvas and all materials for the module will be uploaded on Canvas containing three folders:

- Recorded lectures
- PowerPoint slides.
- Readings
- Links to films/videos, and web resources.

There will be a weekly online group discussion on Canvas.

Module Objective: To develop themes and issues in the sociological study of religion, in the framework of comparative civilisational analysis. The course will incorporate developments in related disciplines like anthropology and archaeology.

Module Content: 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?

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

- present a historical overview of the main approaches in the sociology of religion, especially the historically and anthropologically based ones;
- understand and evaluate the theories of secularisation and their problems;
- gain an understanding of the contexts in which the main world religions emerged and developed;
- gain familiarity with some of the main current issues in the sociology of religion, like fundamentalism, the practice of pilgrimage, and the nature of religious experiences;
- compare the rise and spread of Christianity and Islam.

This course is divided into two sections:

Section 1: Weeks 1-6, Dr. Amin Sharifi Isaloo

After reviewing some stories and facts on the link between religion and modernity, this course part of the 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.

READINGS:

Week 1: *Introduction: Historical background (Art and walking culture)*

Ingold, T. (2004) Culture on the ground: The world perceived through the feet. *Journal of Material Culture* 9, 315-40.

Lewis-Williams, David (2002) *The Mind in the Cave: Consciousness and the Origins of Art*. Thames and Hudson, London. Ch. 7, 9 & 10

Szakolczai, A. and Horvath, A. (2018) *Walking into the Void: A Historical Sociology and Political Anthropology of Walking*. Routledge, London, Ch. 2 & 4

Szakolczai, A (2008) 'Anthropology beyond Evolutionism: On Prehistoric Cave Art', *International Political Anthropology* 1, 1: 149-160.

Victor and Edith Turner (1978), *Image and pilgrimage in Christian Culture* (N.Y., Columbia U.P.,), 95-7, 102-3, 249-55.

Week 2: *Religions, Civilisations and Archaeology*

Durkheim, E. (1995) *The elementary forms of religious life*, New York; London; Toronto; Sydney; Tokyo; Singapore: The Free Press.

Jones, R. A. (1986) Source Durkheim, Frazer, and Smith: The Role of Analogies and Exemplars in the Development of Durkheim's Sociology of Religion, *American Journal of Sociology*, Vol. 92, No. 3, pp. 596-627.

Girard, R. (1966) *Deceit, Desire and the Novel*, Baltimore: The Johns Hopkins University Press

_____ (1972) *Violence and the Sacred*, London: The Johns Hopkins University Press.

Mauss, M. (2001) *The Gift: The Form and Reason for Exchange in Archaic Societies*, London: Routledge.

Week 3: *Secularisation/desecularisation*

Grace Davie (2004) 'New Approaches in the Sociology of Religion: A Western Perspective', in *Social Compass* 51, 1: 73-84.

Grace Davie (2000) *Religion in Modern Europe*. Oxford UP, esp. Ch. 1 & 2.

Martin Riesebrodt (2008) 'Theses on a Theory of Religion', *International Political Anthropology* 1, 1: 25-41.

Peter Berger (1999) *The desecularization of the world: resurgent religion and world politics*. Washington, D.C.: Ethics and Public Policy Center, selected passages.

Week 4: *The Axial Age*

Arnason, J. P., Eisenstadt, S. N., Wittrock, B. (2005) *Axial Civilizations And World History* (Jerusalem Studies in Religion and Culture), Leiden, Boston: Brill

- Radin, Paul (1972) *The Trickster: A Study in American Indian Mythology*, with commentary by Karl Kerényi and Carl G. Jung. New York, Schocken, selected passages.
- Sanderson, S. K. (1918) *Religious Evolution and the Axial Age: From Shamans to Priests to Prophets*, London, Oxford, New York, New Delhi and Sydney: Bloomsbury, Ch. 3
- Szakolczai, A. (2017) 'Empires: rise, decline and fall', entry in Bryan S. Turner (editor-in-chief) *Wiley-Blackwell Encyclopaedia of Social Theory*, Oxford: Wiley Blackwell.

Week 5: World Religions

- Linda Woodhead and Paul Heelas (eds.) (2000) *Religion in Modern Times: An Interpretive Anthology*. Oxford: Blackwell.
- Masud, M. K., Salvatore, A., and Bruinessen, M. V (2009) *Islam and Modernity: Key Issues and Debates*, Edinburgh: Edinburgh University Press.
- Szakolczai, A. (2006) 'Identity Formation in World Religions: A Comparative Analysis of Christianity and Islam', in Johann P. Arnason, Armando Salvatore and Georg Stauth (eds) *Islam in Process: Historical and Civilizational Perspectives, Yearbook of the Sociology of Islam* (Bielefeld, Transcript-Verlag), Vol. 7, pp. 68-93.

Week 6: Fundamentalism and Case study

- Eisenstadt, S. N. (1999) *Fundamentalism, Sectarianism, and Revolution: The Jacobin Dimension of Modernity*, Cambridge Cultural Social Studies, Cambridge; New York: Cambridge University Press.
- Davie, G. (2007) *The Sociology of Religion*, London, California: SAGE Publications, Ch. 9
- Isaloo, A. S. (2017) *Power, Legitimacy and the Public Sphere: The Iranian Ta'ziyeh Theatre Ritual*, London; New York: Routledge. Ch. 2, 3, 5
- Riesebrodt, M. (2000) Fundamentalism and the Resurgence of Religion, *Numen*, Vol. 47, No. 3, pp. 266-287.

Some readings for the course are available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

Section 2: Weeks 7-12 : Dr. Tom Boland

While there are many different factors influencing society, religion is most often dismissed as antiquated, or even denigrated as 'mere superstition' or relegated to the sphere of personal morality. However, sociologists – since Weber at least – have recognised how religion shapes us today. In this part of the course we will examine the persistence of religious models of human nature and society in the arenas of politics, economics and ordinary life.

Notably, contemporary sociologists are concerned with 'economic theology', how the uncertainties of the market are interpreted and even constituted by Judeo-Christian thinking. For instance, the 'hand of the market' is akin to the 'hand of God', and how the economy reflects the idea of 'Providence' – an order which tests and rewards us each individually. Refreshing Weber's 'Protestant Work ethic' thesis, religious ideas about 'debt' as guilt or sin, moral meanings given to prosperity and poverty and so forth will be examined in this course. Overall the sense of life itself as a test or trial which demonstrates an individual's worth emerges from the religious idea of the economy.

READINGS

Key Text:

Schwarzkoft, S. (2020) *The Routledge Handbook of Economic Theology*. Routledge, London.

Select Bibliography

Agamben, G. (2011) *The Providential Machine' from The kingdom and the glory: For a theological genealogy of economy and government*. Stanford University Press.

Benjamin, W. (1996) "Capitalism as Religion" Selected Writings Vol.1, Belknap Harvard Press.

Beder, S. (2000) *Selling the work ethic. From Puritan Pulpit to Corporate PR*. New York: Scribe Publications.

Boland, T. & Griffin, R. (2021) *The Reformation of Welfare: The New Faith of the Labour Market*. Bristol, Policy Press.

Cohn, N. (1993). *Cosmos, chaos, and the world to come: the ancient roots of apocalyptic faith*. Yale University Press.

Coleman, S. & Eade, J. (2004) *Reframing pilgrimage : cultures in motion*. London, Routledge.

Cox, H., 2016.*The Market as God*. Boston, Harvard University Press.

Dean, M. (2019). What is Economic Theology? A New Governmental-Political Paradigm? *Theory, Culture & Society*. 36(3), 3–26.

Dubisch J. (1996) Anthropology as Pilgrimage' *Etnofoor*: 9(2): 66-77.

Hien, J. (2019) The Religious Foundations of the European Crisis. *JCMS: Journal of Common Market Studies*, 57: 185– 204.

Kahl S. (2005) The religious roots of modern poverty policy: Catholic, Lutheran and Reformed Protestant traditions compared. *European Journal of Sociology* 46: 91–126.

Loewenberg, F. M. (1994). On the Development of Philanthropic Institutions in Ancient Judaism: Provisions for Poor Travelers. *Nonprofit and Voluntary Sector Quarterly*, 23(3), 193–207.

Pecchenino R (2015) 'Have we cause for despair?' *Journal of Behavioural and Experimental Economics* 58(3): 56-62.

Purser, G. & Hennigan, P. (2018) Disciples and dreamers: job readiness and the making of the US working class.' *Dialect Anthropol* (2018) 42:149–161.

Stimilli, E. (2019) Debt Economy and Faith: Philosophy in the Age of Terror Diacritics: 47:(2) 4-21

Willis E (2008) The invention of purgatory: Contributions to abstract time in capitalism. *Sociology* 44(3): 249-264.

Some readings for the course are available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

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).

Module Coordinator: Dr. Tom Boland

Mode of Delivery: In person in the lecture theatre (subject to the evolving situation with Covid 19 pandemic). Due to Covid-19 this module will be delivered in blended format with in person teaching when possible, depending on public health advice. Updates on the situation will be communicated through Canvas. All communications concerning the module will be through Canvas and all materials for the module will be uploaded on Canvas containing three folders:

- Powerpoint slides, with audio.
- Readings
- Links to films / videos, and web resources.

Discussion board on Canvas for sharing in-class exercises. Occasional (bi-weekly/monthly) Live Discussion Board on Canvas by arrangement.

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.

CORE READINGS: (These and other texts will be available on Canvas)

Alexander, J. C. (2011) *Performance and Power*. Oxford, Wiley.

Althusser, L. (1971) "Ideology and Ideological State Apparatuses (Notes towards an Investigation)" *Lenin and Philosophy and Other Essays*. New York, Monthly Review Press.

Baehr, P. (2019) *The Unmasking Style in Social Theory*. London, Routledge.

Boland, T. (2019) *The Spectacle of Critique: From Philosophy to Cacophony*. London, Routledge.

Chomsky, N. And Herman, E. (1995) *Manufacturing Consent: Political Economy of the mass media*. New York, Vintage.

Fuchs, C. (2017) *Social Media: A Critical Introduction*. London: Sage Publications

Habermas, J. (1974) 'The Public Sphere: An Encyclopedia Article', *New German Critique*, 3, 49-55

McLuhan, M. (2001) *Understanding Media: The Extensions of Man*. London, Routledge. Mill

J.S. (1963) *On Liberty and other Essays*. Oxford, OUP.

Ong, W. (1982) *Orality and Literacy: The Technologizing of the Word* London: Methuen.

Zuboff, S. (2019) *The Age of Surveillance Capitalism*. New York, Profile Books.

The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

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

SC3025 Health and Scientific Deviance (Semester 1)

Module Coordinator: Dr. Myles Balfe

This module is available to Public Health, and Public Health Education students only.

Mode of Delivery: Online

Module Objective: To introduce students to key examples of health-related and scientific deviance; and to understand why health-related and scientific deviance occurs.

Module Content: This module will provide an overview of health-related and scientific deviance, explore key examples of this type of deviance and investigate why it occurs. The module will examine in detail the corruption of public health under the Nazi regime during World War 2. Additional topics will examine: healthcare professionals and torture; deviant human experimentation; cults; the use of science and public health knowledge to facilitate apocalyptic terrorism; forbidden data; corruption and whistle blowing in healthcare organisations; and fraud and deception in research.

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

- Explain what health-related and scientific deviance is;
- Identify and define key sociological concepts and ideas that can explain health-related and scientific deviance;
- Apply these concepts to new deviance related problems, issues and phenomena.

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

Compulsory Elements: Continuous Assessment.

Penalties (for late submission of Course/Project Work etc.): Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved. Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero.

Pass Standard and any Special Requirements for Passing Module: 40%.

Formal Written Examination: No Formal Written Examination.

Requirements for Supplemental Examination: Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

Some readings for the course are available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

SC3029 Sociology of the Environment (Semester 2)

Module Coordinator: Dr. Gerard Mullally

Mode of Delivery: In person in the lecture theatre (subject to the evolving situation with Covid 19 pandemic). Due to Covid-19 this module will be delivered in blended format with in person teaching when possible, depending on public health advice. Updates on the situation will be communicated through Canvas.

- All materials for the module are on Canvas.
- All communications concerning the module will be through Canvas.
- There will be a weekly live online discussion forum on 'Teams' at the conventionally scheduled lecture time.

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.

Key Readings: Barry, J. (2007) *Environment and Social Theory*. (2nd Edition) London: Routledge.

Additional Readings: Topic-related readings will be assigned in class and made available through CANVAS and/ or the Departmental the **Resource Centre**. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

SC3039 Philosophy of Social Science (Semester 2)

Module Coordinator: Dr. Patrick O'Mahony

Mode of Delivery: Online (live classes via Teams)

Objective: This course seeks to encourage a thorough understanding of the nature of sociology as a social scientific discipline by focusing on its epistemological, ontological, methodological and ethical foundations and, thus, to develop the ability to apply methodological frameworks through which social theory is made serviceable for research purposes.

Content: Against the background of the major methodological controversies from the early nineteenth to the early twenty-first century, this course inquires into the different historical and contemporary epistemological-methodological paradigms as well as related cognitive practices relevant to sociology as a social scientific discipline. The framework of the course is provided, on the one hand, by the dominant tradition running via classical positivism and neo-positivism to the current post-positivist or post-empiricism and, on the other, by the suppressed or marginalised approaches, including the interpretative and the critical traditions, which have resurfaced and regained more general legitimacy since the second half of the twentieth century. The account culminates in a consideration of the current situation characterised by new challenges and new directions such as constructivism, feminism, realism, pragmatism, critical theory and cognitivism. The emphasis on particular developments will be determined in relation to the interests of students.

Assessment: Total marks 100: Continuous assessment (1 x 3000 word essay)

Reading List:

Core Texts:

Strydom, Piet (2009) 'Philosophies of the Social Sciences', *UNESCO Encyclopedia of Life Support Systems*. Oxford: Eolss Publishers (available on Canvas).

Delanty, Gerard and Strydom, Piet eds. (2003) *Philosophies of Social Science: The Classic and Contemporary Readings*. Maidenhead and Philadelphia: Open University Press/McGraw-Hill.

Supplementary Texts:

Delanty, Gerard (2005) *Social Science: Philosophical and Methodological Foundations*. Maidenhead: Open University Press/McGraw-Hill.

Bohman, James (1994) *New Philosophy of Social Science*. Cambridge: Polity.

William (1996) 'The Philosophy of the Social Sciences.', in Bryan S Turner (ed.) *The Blackwell Companion to Social Theory*, Oxford: Blackwell, pp. 83-106.

The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

SC3046 Gender, Sexuality and Inequality (Semester 2)

Module Coordinator: Dr. Theresa O'Keefe

Mode of Delivery: Online (live classes via Teams)

Teaching Method(s): Due to Covid-19 protocols this module will be delivered ONLINE via Teams. *Covid-19 is an ongoing & changing situation, in which protocols may eventually enable a conventional face to face mode of delivery. Updates on the situation will be communicated through Canvas.*

There will be a combination of online lectures, workshops, group work, directed and self-directed study, including practical research exercises and digital discussion board contributions. Lecture and learning materials will be uploaded in the form of: powerpoint slides, readings, links to films, videos, podcasts and other web resources.

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.

This module is taught as a seminar, with student participation incorporated. Students taking this course are expected to read an identified journal article or book excerpt each week and to contribute to class discussion.

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).

Indicative readings:

- Bartky, S (1995) 'Foucault, Femininity and the Modernization of Patriarchal Power' in *Free Spirits: Feminist Philosophers on Culture, Meheron and Percesepe*. Englewood Cliffs, NJ: Prentice-Hall.
- Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Davis, A. (1998). Surrogates and outcast mothers: Racism and reproductive politics in the nineties. In The Angela Y. Davis Reader. Malden, MA: Blackwell, 1998: 210-221.
- Foucault, M. (1990). *The history of sexuality: The use of pleasure* (Vol. 2). Vintage.
- Giddens, A. (2013). *The transformation of intimacy: Sexuality, love and eroticism in modern societies*. John Wiley & Sons.
- Hearn, J. (2004). From hegemonic masculinity to the hegemony of men. *Feminist Theory*, 5(1), 49-72.
- Hochschild, A., & Machung, A. (2012). *The second shift: Working families and the revolution at home*. Penguin.
- Inglis, T. (1998). *Lessons in Irish sexuality*. Univ College Dublin Press.
- McRobbie, A. (2008). Young women and consumer culture: An intervention. *Cultural Studies*, 22(5), 531-550.
- Oakley, A. (1974). *Housewife*. London: A. Lane.
- Rubin, G. (1984). Thinking sex: Notes for a radical theory of the politics of sexuality. *Social Perspectives in Lesbian and Gay Studies; A Reader*, 100-133.
- Smart, C. (2013). *The Ties That Bind (Routledge Revivals): Law, Marriage and the Reproduction of Patriarchal Relations*. Routledge.

The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

SC3055 Research Project (Semester 1 and 2)

Module Coordinator: Dr. Egle Gusciute

Supervisors: Department of Sociology and Criminology Staff

Mode of Delivery: Blended model of online plus in person sessions. A meet and greet session as well as research workshop will be delivered in person in the first 2 weeks of semester 1, in line with public health advice.

Supervision: Supervision sessions will be in blended format, with online and in person meetings, depending on public health advice and guidelines, and staff circumstances.

Module Objective: To provide a discursive environment enabling student to carry out an extensive research project.

Module Content: This module allows students to pursue sociological research on a topic of their choice, based on a research proposal submitted at the end of Year 2. Students will be assigned to a member of staff who will act as their research supervisor. Please note that it may not be possible to assign students to the supervisor of their choice.

The research will consist of a literature review chapter to be compiled in Semester 1, and a final project based on primary research submitted at the end of Semester 2.

At the start of the term Sociology staff will deliver a workshop to familiarise students with the process of completing the research project. Topics to be covered include an overview of requirements and what is expected of the student, the role of the supervisor, elements of a strong research project, and a healthy timeline for successful completion the project.

Thereafter, students will be expected to meet with their supervisor on a regular basis to plan, research and write their module work. Please note that due to Covid-19 meetings with supervisors may take place either in person or online, depending on individual circumstances and public health advice.

Assessment: Total marks 300

Literature review (3,000 words): 45 marks (due in semester 1) and Final Project (10,000 words): 255 marks (due in semester 2).

Submission deadlines for completed work will be announced at a later date. Only typed or word-processed projects can be accepted.

Compulsory Elements: Meeting with supervisor, ethical review (if applicable), submission of literature review and final research project.

Please note: A **detailed information booklet** on the Research Project is available for download on our website at: <https://www.ucc.ie/en/sociology/undergraduate/current/>

The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

SC3058 Sociology of Memory, Trauma & Collective Denial (Semester 1)

Module Coordinator: Dr. Tracey Skillington

Mode of delivery: Online. For the academic year 2021-22, this module will be delivered online. All lectures, discussions and notes will be available to students registered for this module.

This module is for students in Arts and Social Sciences only.

This course explores various psychosocial aspects of health, especially in terms of how societies address experiences of collective trauma and devise means of coming to terms with memories of extreme violence (episodes of war, genocide, atrocities). It will assess the various psychosocial strategies used by societies to selectively know and understand inhumane conduct. The moral disengagement of publics from acts of extreme violence may center on a reframing of inhumane conduct, like that occurring during times of war, as ‘necessary’ by disregarding the injurious effects of military aggression, sanitizing the language of war atrocities, and displacing responsibility for the suffering of its victims (‘bystander societies’).

Here we will examine how societies adopt various collective strategies of ‘unknowing’ violence, 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 abuse, atrocity, ecological destruction, and human suffering today offer us any insights into the relationship between knowledge and social action? Does a greater knowledge of the extent of suffering caused by war, famine, drought, climate change, atrocity, for instance, undermine states of denial and compel us to act? This course examines the different social and political functions of collective denial and states of amnesia before considering those triggering mechanisms that occasionally compel a society to ‘re-engage’ with traumatic memories of violence, address issues of abuse and come to terms with the question of responsibility.

Module Topics Include:

- Memory & politics
- Violence
- Trauma
- Selective amnesia
- States of Denial Inhumanities
- Social responses to suffering Mourning
- Therapeutic interventions
- Truth commissions
- Recovery/discovery
- Forgiveness

Assessment: Total Marks 200; Continuous Assessment; 1 x 3,000 word essay 100 marks; Online learning exercise, 100 marks. There is no exam for this course.

Some readings available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

SC3059 Sociology of Law: Legal Justice, Human Right and Social Change (Semester 1)

Module Coordinator: Dr. Tracey Skillington

Teaching Staff: Dr. Tracey Skillington and Dr. Patrick O'Mahony

Mode of Delivery: Online

The aim of this module is to offer a theoretically and methodologically informed sociological clarification of law in contemporary society.

Section one of the course will open with a preliminary overview of the emergence and development of modern law with a view to clarifying its role and proper place in modern society and to identify the major sociologists who have given attention to its analysis. Three aspects will then be treated in more detail.

The focus will first be on the classical sociologists Karl Marx, Emile Durkheim, Max Weber and George Herbert Mead in order to develop an understanding of their respective positions on law – Marx exposing the ideological nature of law; Durkheim tracing the evolution of law and stressing its importance for a society which simultaneously increases in complexity and allows heightened individuation; Weber tracing the historical development of law in conjunction with the development of moral consciousness but culminating in formal bureaucratic legal domination; and Mead showing the significance of the generalisation of the legal framework for furtherance of both the individual self-realisation and collective solidarity.

Secondly, the focus will shift to the three most important treatments of law by neo-classical sociologists, namely Talcott Parsons, Niklas Luhmann and Jürgen Habermas. From Parsons' systems theoretical view of law as the integrative subsystem of society, the presentation will move to Luhmann's still more pointed functionalist conception of law as an autopoietic system. Then attention will be given to Habermas' retracing of the intertwined historical development of moral consciousness and law, his analysis of the problem of the relation of legality and legitimation as against both Weber and Luhmann, his clarification of the relation of law to the remaining components of society, and its indispensable role in the organisation of a global democratic society.

In the final part, attention will finally be given to the development of human rights and to transnational and cosmopolitan law. In particular, from the human rights law perspective, attention will be given to the interaction between law and its publics through the development of human rights consciousness.

Assessment: Total Marks 200: Continuous Assessment; 1 x 3,000 word essay 100 marks; Online learning exercise, 100 marks. There is no exam for this course.

Some readings available in the Resource Centre. The **Resource Centre** is **ONLINE** this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

Staff Consultation 2020 – 2021

Staff consultation hours will be posted on Canvas.

Offices of the staff of the Sociology and Criminology Department are located in a number of buildings along Donovan's Road. *The Main Office is located in Askive.*

Unfortunately, Covid-19 restrictions mean that all visits to the Departmental offices must be by appointment only. Visitors will not be permitted entry without prior appointment. Masks must also be worn in all Department of Sociology and Criminology buildings.

Askive:	<i>Floor:</i>	
	Ground	Resource Centre
	2 nd	Main Office HOD Office KK MB ASI
	3 rd	GM EG TOK
Bloomfield Terrace:		No. 6. TS No. 8. POM
Safari:	2 nd	AS JC KS TB
		MON
	3 rd	JW OL KS

Ms. Caroline Healy
Ms. Gemma McCarthy, Askive House, Donovan's Road.

Departmental Office Hours: The departmental administrative office is available online or by appointment only.