



UCC

Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

DEPARTMENT OF SOCIOLOGY & CRIMINOLOGY 2nd YEAR ARTS and SOCIAL SCIENCE COURSE BOOKLET 2024-2025



WELCOME

Welcome back to Sociology at University College Cork. In these uncertain times, Sociology is a great subject to study, providing insights into the world which is being rocked by global changes such as pandemics, climate change and the cost-of-living crisis, riots, elections among others. None of these are natural, inevitable nor insoluble, and your studies this year will provide critical perspectives on how contemporary crises came about, and how the world might yet be changed.

Your further study of sociology will cover a wide range: In your Social Theory modules you'll encounter a wide range of classic and contemporary perspectives that interpret the world in different ways. In your Research Methods module, you will learn how to conduct your own sociological research. In thematic modules, you have the chance to look in more detail at central areas; Social Class, Crime and Deviance, Race and Ethnicity, Art and Culture, Health and Illness, Education, Politics, the City, Family life – all detailed herein. Sociology offers not just abstract hypotheses about the world, but focused research which expands our knowledge. Furthermore, studying sociology means critically examining our assumptions. By studying Sociology you become part of an on-going conversation about modernity, spanning theory, method and research.

College can be a real time for exploration and thinking anew, getting into new perspectives, meeting new people, joining UCC clubs and societies. To make the most of it, I'd advise anyone to cut down on social media and screen time, fill your bag with interesting books whether they are on the course or not, and bring a notebook and pen everywhere, not just to take notes on your lectures, but to write down your own thoughts.

We're delighted to have you: Welcome back.

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

Welcome to Sociology!

We live in times of unprecedented social change. The transformative effects of the Covid 19 pandemic, climate change, war in the Ukraine, war on Gaza/Palestine to name but a few, bring many social issues into sharper focus, including that of deepening race, class and gender inequalities, economic crisis, global inhumanities, rapid loss of biodiversity, digital divides, populism, and gun violence, to name but a few. At the same time, we witness the rise of various social movements including the international Palestine solidarity movement and its student encampments, Black Lives Matter, Fridays for Climate, and #MeToo. Is there a better time to study Sociology? Our programme offers a rich and varied choice of modules on subjects as diverse as social theory, research methods, cities, culture & art, memory, trauma and denial, migration, race & ethnicity, human rights, global justice, crime and deviance, body and culture, class, gender, sexualities, climate change, sustainable development, media, health and illness. We deliver research-based teaching that combines theory and practice in ways that encourage students to question the social world as it is and think about the world as it could be.

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

The sections below contain further information regarding the mode of delivery for each module. If you have any queries regarding modules, please contact me at theresa.okeefe@ucc.ie.

Dr. Theresa O'Keefe

Director of the Undergraduate Programme in Sociology

Welcome to Year 2

Congratulations on making it through to the second year of the programme. We are excited to welcome you to the Second Year of Sociology and we look forward to working with you over the coming academic year.

On this booklet, you will find the 2nd year roadmap which provides you with the information you need about the 2nd year course. As it will guide you during your 2nd year, please read it carefully.

The 2nd year programme provides core modules and several elective modules during the 1st and 2nd semesters. The department of Sociology and Criminology will deliver seminars for all core modules: Students will have a choice to sign up for one of the seminar slots on Canvas.

We would like to take this opportunity to remind you that attendance at lectures and seminars is crucial. Your lecturers and tutors will introduce you to the various aspects of what can often be a complex discipline. If you do not attend your lectures and seminars and you do not read readings and materials uploaded on Canvas, you will miss an important opportunity to learn and you will be poorly prepared for the various forms of assessment that appear along the way.

Please do not hesitate to email me at mastoureh.fathi@ucc.ie if you have any questions. We hope you will have an enjoyable and productive second year learning with the Department of Sociology.

Dr Mastoureh Fathi
Coordinator of 2nd Year Undergraduate Programmes

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.

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SC2014 - Classical Social Theory

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SC2017 - Sociology of Education; Sociology for Education

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SC2026 - The Family: Sociological and Anthropological Perspectives

SC2027- Sociology of the Body and the Mind

SC2034 - Sociology of the City

SC2065 - Research Project I (10 credits)

CR2002 - Women, Confinement and Social Control in Ireland

CR2003 - Crime, Urbanization and Cities

ST2001 – Statistics

Second Year Timetable

INTRODUCTION

The main objective of the Second Year Programme in Sociology is to develop your interpretive, hermeneutic, analytical and critical capacities. The courses offered here seek to develop in the student an awareness of the diversity of theoretical and methodological approaches within the discipline of sociology. This is done in particular in SC2014 & SC2015 by providing a survey of classical and critical sociological theories, and in SC2065 by providing an overview of the research methodologies used by social scientists. These modules introduce the student to the practice of sociology, that is, the undertaking of sociological research. SC2065 focuses on research methods and on their conceptual, theoretical, and methodological underpinnings. Viewed together, these sociology modules encourage a synthetic approach to the study of society and social processes among students, with theory and empirical research seen as intertwined and interdependent components. Students will find a similar interdependency of theory and research in the optional courses offered. The other Sociology courses on offer seek to develop the same skills but do so through focusing on particular areas of society such as the family, social class, crime, cities, the rural, race and ethnicity, politics, risk society, and health and illness.

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

Sociology SC2014, SC2015 and 2065 are core courses and all sociology students (excluding those taking sociology as a minor subject) are required to take them. They then make up the required number of options from the list offered for the current year. In addition to the options offered by the Department of Sociology, the Department of Statistics offers a specially-designed course on Statistics for the Social Sciences, ST2001. Students are encouraged to take ST2001 in their second year. A solid grounding in statistics is essential for certain types of sociological research and is a requirement for many careers.

MAIN OFFICE

The main office is located on the First Floor, Askive, Donovan Road.
Please contact Gemma McCarthy (gemmamccarthy@ucc.ie)
or Caroline Healy (caroline.healy@ucc.ie) if you have any queries.

COORDINATOR

The Coordinator of 2nd year is Dr Mastoureh Fathi and her office is located on the second floor of the Askive building on Donovan Road. You can contact Masi at: Mastoureh.fathi@ucc.ie

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.

ACADEMIC ADVISOR

You will be assigned an academic member of staff as your Academic Advisor. We advise that you try and meet them early in the 1st semester and then on a regular basis to discuss your academic progress during their office hours. Your Academic Advisor can advise on any academic problems you may have such as timetable clashes or choosing modules. The relationship between the advisor and student means that they are often the person to approach for a reference. The Academic Advisor will undertake this role for the duration of your degree and will refer you on to student well-being services if you encounter personal or family problems. Your Academic Advisor and individual module coordinators do need to know of any problems which are affecting your studies. However, UCC Student Well-being (<https://www.ucc.ie/en/students/wellbeing/>) is better placed than academic staff to offer support on physical and mental health, finances and queries about student living.

COURSE REQUIREMENTS

- | | |
|---|------------------------------------|
| (a) Single Subjects (i) 50 credits
(Sociology) | (ii) 10 credits
(other subject) |
|---|------------------------------------|

Students take 50 credits as follows:

SC2065 (10 credits)
SC2014 (5 credits)
SC2015 (5 credits)

plus 30 credits from:

SC2003, SC2004, SC2012, SC2017, SC2018, SC2021, SC2026, SC2027, SC2034, CR2002, CR2003, ST2001¹ (5 credits per module)

(b) Major Subjects (i) 40 credits (Sociology) (ii) 20 credits (other subject)

Students take 40 credits as follows:

SC2065 (10 credits)

SC2014 (5 credits)

SC2015 (5 credits)

plus 20 credits from:

SC2003, SC2004, SC2012, SC2017, SC2018, SC2021, SC2026, SC2027, SC2034, CR2002, CR2003, ST2001¹ (5 credits per module).

(c) Joint Subjects (i) 30 credits (Sociology) (ii) 30 credits (other subject)

Students take 30 credits as follows:

SC2065 (10 credits)

SC2014 (5 credits)

SC2015 (5 credits)

plus 10 credits from:

SC2003, SC2004, SC2012, SC2017, SC2018, SC2021, SC2027, SC2034, CR2002, CR2003, ST2001¹ (5 credits per module)

(d) 20 Units of Sociology (40 Units other subjects)

Students take 20 credits from the following:

SC2003, SC2004, SC2012, SC2014, SC2015, SC2017, SC2018, SC2021, SC2026, SC2027, SC2034, CR2002, CR2003, ST2001¹ (5 credits per module)

(e) 10 Units of Sociology (50 Units other subjects)

Students take 10 credits from the following:

SC2003, SC2004, SC2012, SC2014, SC2015, SC2017, SC2018, SC2021, SC2026, SC2027, SC2034, CR2002, CR2003, ST2001¹ (5 credits per module)

Notes:

- Students taking ST2001 as a compulsory part of another subject may not take ST2001 as part of Sociology.
- Students who fail SC2065 should apply to the Department for guidance on how to fulfil this requirement for repeat examinations.

SEMINARS

The SC2014, SC2015 and SC2065 modules will be given academic tutors. Students will need to sign up online on Canvas for seminars. Students should consult the module description and Canvas for further details on how seminars. Over the years, we have noticed a positive correlation between seminar attendance and participation, and high end of year marks. At the seminars, the tutors will discuss the material covered in class and develop writing and referencing skills. The timetable and tutors' details will be uploaded on the Sociology website before the introductory lecture.

Timetable

Please check the Department Timetable in the Undergrad Section of our website, <https://www.ucc.ie/en/sociology/>

YEAR'S WORK REQUIREMENTS

The modules offered may contain a year's work component, i.e. work to be carried out during the year. The requirements for individual modules can be found in the outlines contained in this booklet. 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.

Avoiding Plagiarism

Plagiarised work will be given a mark of 0%.

First, your essay should be substantially your own work. If you find that it consists largely of material taken from other sources, you may be in danger of plagiarism; at the very least it suggests that your essay is highly derivative and lacking in originality. Second, when you draw on the work of another, you must acknowledge your source and indicate clearly how you have drawn from it and how much. If you are quoting directly, you must use quotation marks and address it within parentheses; if you are summarising (it may be relevant to your own argument to do so), you must make this clear and also clearly distinguish those sections which are your own and which come from another source. The consistent use of one specific reference system is essential throughout the project.

You are required to provide a **bibliography** with every written academic assignment. A bibliography is a list of all the sources you have found useful in the preparation of the assignment. Full bibliographic details of each source cited in the body of the text must be given in the bibliography. The ordering of the items and the format of your bibliography are important. It is recommended that you follow the format used by the Harvard system.

Guidelines for the use of this system are to be found on our website: <https://www.ucc.ie/en/media/academic/sociologydepartment/ReferencingHarvardDeptofSociologyUCCfinalSeptember2017.pdf> , on Canvas and at: <http://libweb.anglia.ac.uk/referencing/harvard.htm>.

Deadline and Penalties

All course work must be submitted by the stated deadlines. The deadlines for each course are either set out in the course description or will be communicated in class. A **signed** departmental **cover sheet** which can be downloaded from our website at <https://www.ucc.ie/en/sociology/undergraduate/current/#d.en.856758> must be submitted with all written work. A standardised set of 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. In the interest of fairness, and as required by the terms of the Arts Faculty Staff-Student Handbook (1997:14), these rules will be rigorously enforced. Exceptions will be made only on production of a medical certificate relating to the period preceding the deadline.

Return of Work: In the Arts Faculty's Staff-Student Handbook (1997:15) "it is suggested that work normally be returned not later than two weeks after submission". The department is committed to complying with this, but it may not always be possible in every case if the number of essays received by an individual lecturer is unusually large.

GUIDANCE ON SELF-DIRECTED STUDY

Here are some tips on how you might spend your study time:

- **Required reading:** Be sure to complete any required reading for the week it is assigned. If you neglect to do the reading or leave it for subsequent weeks you may have difficulty catching up or understanding the remaining module material.

- *[Further reading](#)*: Make use of the further reading list that many module co-ordinators and lecturers provide. Using the reading list selectively will help you not only to deepen your understanding of key issues, but will also allow you to make connections across readings and themes. This will improve your ability to write critically and analytically.
- *[Keep a learning journal](#)*. It is 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.

Plagiarism and AI

Plagiarism means passing off material that is not your own, as if it is your own. Directly copying from a source, and not citing that source, is the most obvious form of plagiarism. But submitting *any* work without full and proper acknowledgment of the sources you are using will bring that work within the scope of the UCC plagiarism policy. In the first instance, plagiarized work will receive a mark of zero, and the sanction will be recorded at the Student Records and Examinations Office (SREO). Cases of plagiarism may also be referred to, and handled directly by, SREO's exam compliance team.

The most reliable way to avoid plagiarism is always to ensure that you are fully and properly citing your sources, as well as being careful to use quotation marks when you are directly quoting. It is your own responsibility to make sure you know how to cite sources properly. Tutors will go over this in class, while the UCC library also provides a range of helpful guides: <https://libguides.ucc.ie/academicintegrity/referencing>

Note that the use of ChatGPT, or any similar tool, to generate work, also counts as plagiarism, and the same penalties will apply. This includes using such a tool to suggest a structure or to make sense of a question (in other words, you don't have to copy directly for it to count as plagiarism). The best thing is simply to not use these tools, unless directed to do so for a specific purpose: while we refer to large language models as 'artificial intelligence,' they are really just word-prediction machines, automatically generating text based on a calculation of probability

about the next most plausible word in any given sequence. This looks (and is) impressive but it also produces text that is at best superficial, while demonstrating no real knowledge, and often being startling full of errors. Note that some departments at UCC, or elsewhere, may permit use of these tools, once such usage is properly acknowledged. However, unless you are explicitly told otherwise for a specific assignment, this is not the case in sociology, where such usage is forbidden.

If you have any questions about plagiarism, including if you want non-judgmental pre-submission advice about whether something you're doing may unintentionally count as plagiarism, you can email Des Fitzgerald, the department plagiarism officer: desfitzgerald@ucc.ie

What follows in this booklet are outlines for the modules that are being offered in 2nd Year. Please note that more detailed information about individual modules will be available on the Canvas system. All students are advised to sign on for this.

They are also advised to open their UCC email accounts as this is the means the department will use to communicate important information to students.

MODULE OUTLINES 2024-25

SC2003

Sociology of Class

Dr. Mastoureh Fathi

(Semester 1)

Module Objective

To familiarise students with classical and contemporary theories of the formation of class. These include the role of institutions such as school, family and university, welfare structure and housing in forming class positions and identities in contemporary society.

Module Content

The course examines how sociologists have theorised class society from classics such as Marx and Weber, to contemporary accounts from Bourdieu to Skeggs. The course will explore intersections of class with other social categories, social structures and examine institutions which constitute class in society.

Learning Outcomes

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

- Offer an account of the emergence of the idea of social class in sociology and be familiar with a variety of contemporary perspectives on class.
- Understand the politics and representation of class, ranging from statistical records to class-based cultural forms to popular culture representations of class, spanning critical and hegemonic representations.
- Explain how class is formed and reproduced socially, including the intersectionality of class with other social categories such as race and gender.
- Critically evaluate the relevance of sociological concepts, theoretical insights and research data for the analysis of class, and how it is formed by institutions of work and welfare.

Recommended Reading*

Excerpts from original texts and supplementary readings will be made available on Canvas.

Assessment:

Continuous Assessment 100 Marks: Essay - 1 x 1500 word essay (50 Marks) and Essay - 1 x 1500 word essay (50 Marks)

SC2004

Sociology of Politics, Power, and Ideology

Prof. Kieran Keohane

(Semester 2)

Module Objectives:

The aim of this course is to introduce students to the study of both classical and contemporary issues in the sociology of politics, power and ideology. The intention is to review key themes and ideas in the field with a view to casting some light on contemporary developments, including the rise of authoritarianism and extremisms, the undermining and eclipsing of democracy and the transformation of national and international political institutions by political economic & corporate strategies of 'policy capture,' 'state' and even 'bloc capture', consolidating as a new world order and ultimately premised on the cultivation of a new kind of post-human subject, and legitimated by prevailing ideologies of libertarian market fundamentalism. Theories will be illustrated with concrete empirical examples and case studies, to tell two stories about modern politics; one in which the public is manipulated by powerful political-economic elites and technologies of governmentality, and another story in which powers entail creative and imaginative resistances and evasions by people and publics so that politics remains a force for wider social change.

Themes will include:

- Politics, powers and mythologies - a genealogy of 'divine' and 'human' political institutions (Vico, and Dufour)
- Sophistry, Discourse, Rhetoric; and Lies, Propaganda and Trickery (Socrates, and Hannah Arendt).
- 'Traditional', 'Legal-rational', and 'Charismatic' (and 'trickster') authority; and politics as 'hegemonic articulations' (Weber, and Chantal Mouffe).
- Politics, power, and communications, from the modern rational 'public sphere' to carnivalesque 'political circus' (Habermas, and Szokolczai)
- Politics as mimetic contagions, conspiracies, and scapegoating violence: 'Old' and 'New' Fascisms, (Theodor Adorno, and Nidesh Lawtoo)
- Politics, war, 'terrorism', violence (and non-violence); resistances, social movements and the 'culture wars' (Frantz Fanon, and Black Lives Matter)

· Power, panopticism, subjectification; bio-politics and governmentality (Foucault, and Nicholas Rose)

Readings:

Adorno, T. (2020) *Aspects of the New Right-Wing Extremism*. Cambridge: Polity Press

Arendt, H. (1990) "Philosophy and Politics" *Social Research* Vol. 57, No. 1, pp. 73-103.

Habermas, J. (1989) *The Structural Transformation of the Public Sphere*. Cambridge (Mass.) MIT Press.

Haugaard, M. (2004) *Power: a Reader*. Manchester: Manchester University Press

MacLean, N. (2018) *Democracy in Chains*. New York: Penguin

Mouffe, C. (2005) *On the Political*. London: Routledge.

Lawtoo, N. (2019) *(New) Fascism: Contagion, Community, Myth*. Ann Arbor: Michigan State University Press.

Rose, N. O'Malley, P. Valverde, M. (2009) "Governmentality." Sydney (Aus) Sydney Law School Research Papers

Steadman Jones, D (2014) *Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics*. Princeton: Princeton University Press.

Szokolczai, A. (2015) "The Theatricalisation of the Social: Problematising the Public Sphere" *Cultural Sociology* Vol 9(2) pps 220-239.

Zizek, S. (1989) *The Sublime Object of Ideology*. London: Verso

Excerpts from original texts and supplementary readings will be made available on Canvas.

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

SC2012

Race, Ethnicity, Migration and Nationalism

Dr Amin Sharifi Isaloo

(Semester 1)

Module Objective

This module will employ sociological and anthropological theories and concepts to examine race, ethnicity, migration and nationalism from historical and contemporary perspectives.

Module Content

This module will examine the historical trajectories and contemporary interpretations of the concepts of race, ethnicity and nationhood. Through critical engagement with classical and contemporary theories of race, ethnicity and nationhood the course will examine the role that these play in the construction of social and political identities, and in the development of the modern nation-state and nationalist politics. The module will then proceed to investigate the co-constitutive relationship between interpretations of race, ethnicity and nationhood, and historical and contemporary migration. Emphasis will be placed on the role of migration in the constitution of the modern nation- state, the relationship between migrant and minority politics, and the manner in which contemporary migration continues to be affected by discourses of race, ethnicity and nationhood.

Learning Outcomes

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

- Demonstrate an understanding of the central theoretical perspectives on race, ethnicity and nationhood;
- Demonstrate an understanding of the origins and significance of racial, ethnic and national divisions, and their co-constitutive historical and contemporary relationships;
- Demonstrate an understanding of the relationship between interpretations of race, ethnicity and nationhood and the politics of migration and citizenship.

Specifically, students should be able to:

- Identify sociological theories and concepts and apply them to particular problems, issues and phenomena related to Race, Ethnicity, Migration and Nationalism.
- Critically evaluate and synthesise aspects of contemporary society and evaluate issues and debates on Race, Ethnicity, Migration and Nationalism

Recommended Reading

Excerpts from original texts and supplementary readings will be made available on Canvas.

Assessment method

Total Marks 100: Continuous Assessment 100 marks (1 x 1,500 word assignment (50 marks), 1x1,000 word film/documentary review (30 marks); Participation (20 marks).

SC2014

Classical Social Theory

Dr. John O'Brien

Dr. JC Macarie

Dr. Mastoureh Fathi

(Semester 1)

Module Objectives

This module provides an overview of Classical Social Theory. Social Theory is a branch of sociology that seeks to identify the dynamics and processes that shape society, determine the course of history and affect the outcomes of individual lives. It will cover thinkers who make up the traditional 'canon' of classical social theory such as Auguste Comte, Harriet Martineau, Karl Marx, Emile Durkheim, Max Weber, Georg Simmel and WEB Du Bois, who span the period, roughly of 1800-1940. These thinkers grappled with the radical transformations that we are still living through, wrought by science and technology, capitalism, centralising and democratising states, intensifying inequalities based on class, ethnicity and gender, and colonialism and imperialism. The rapid changes of modernity caused them to investigate the dynamics of morality, everyday interaction, and social order. They also grappled with how to establish a science of society, or if this was possible. The 'canon' is not static however and is increasingly being re-evaluated considering the demand to decolonise social theory, and to open space for foundational thinkers of non-Western, anti-imperial, post-colonial, feminist and queer perspectives. Those who were legitimated to theorise about society in the 19th and early 20th Centuries was indeed very restricted due to hierarchies of gender, class, sexuality, colonisation, citizenship and so on, leading to biases and absences that must be addressed.

The module will thus cover major authors, concepts, theoretical traditions, paradigms and perspectives composing classical social theory. This includes the philosophical roots of social theory, Functionalism, Marxism, Rationalisation, Interactionism, Feminism and Post-Colonialism.

The first half of this course focuses on the work of Marx, Durkheim, Weber, Simmel and others, known as classical social theorists.

The second half of this course focuses on alternate modes of thought – from non-Western, former colonies, feminist and queer contestations of Social Theory.

Recommended Reading

Excerpts from original texts in Social Theory and supplementary readings will be made available on Canvas.

Assessment method

Total Marks 100: Continuous Assessment 100 marks (2 x 1,500 word essays 50 marks each).

SC2015 Critical Social Theory

Dr Tracey Skillington
Dr Tom Boland

(Semester 2)

Module Objectives

Sociology generally demonstrates that the social world we find ourselves in is structured by powerful forces yet remade constantly and therefore malleable and subject to transformation. Thus, sociology in general is 'Critical', in the sense that it does not accept 'natural' explanations for why things are as they are, and challenges all appeals to authority, to essences or biology, to universal assumptions of all kinds. Yet what does 'Critical' mean here? To be 'critical' is not just complain about things or to judge things according to some criteria, but to question or challenge existing ideas and situations. In Social Theory, Criticism means examining how the social world is structured and organised, and very often, it means demanding change.

Generally, Critical Social Theory focuses on how power and ideology shape the world, producing domination and even violence, revealing inequalities and injustices, and questioning automatic ways of thinking; for instance, about individuality, meritocracy, capitalism, politics, borders, race, gender and beyond. The first half of the course will focus on various critical approaches, departing from Marxism Feminism and Critical Race Theory to explore the Frankfurt School of Critical Theory, Critical Realism, Intersectionality, Critical Sociology and beyond. All of these approaches have something to contribute to our understanding of contemporary crises, perhaps especially to explaining the persistence of problems, from inequality, exploitation and social disintegration to authoritarianism, forced migration and ecological collapse.

Contemporary Social Theory also explores 'Critique' as a product of modernity – a style of thought, a type of discourse and a political practice which is embedded within society. Rather than venerating Critique as if it resided in an ivory tower, sociologists have also treated critique as a topic to be analysed and explained. Drawing from the intellectual history of critique as a mode of thinking from the Enlightenment and long before, the consequences, potentials and problems of critique can be identified: For instance, we might consider how critique is co-opted by powerful political actors or even for commercial purposes – as in the rhetorical poses of critique adopted by Trump or Twitter trolls, or the use of ideas of 'authenticity' or 'rebellion' to sell consumer goods or lifestyles. Equally, critique may not lead to persuasion or awakening but stoke social conflicts where all parties 'unmask' and 'debunk' each other, a break-down of debate into the so-called 'culture-wars'. While sociological critique generally serves the purpose of opposing domination and ideology, other versions of critique which circulate in society may contribute to individualism, alienation or political apathy.

Rather than becoming entangled within such confusions of critique, social theory strives to clarify and contextualise how critique operates, what its consequences are and how it can renew social solidarity even through crises. For many sociological theorists, critique is strongly related to crisis; it reacts to events and trends or even instigates social change by challenging established social arrangements. In the contemporary world, characterised by sharp and sudden crises and perennial problems, understanding critique sociologically is essential.

Recommended Reading

Excerpts from original texts in Social Theory and supplementary readings will be made available on Canvas.

Assessment

Total Marks 100: Continuous Assessment 100 marks (2 x 1,500 word essays 50 marks each).

SC2017

Sociology of Education/Sociology for Education

Prof. Kieran Keohane

(Semester 2)

Module Objective

The aims of this module are to introduce students to some fundamental moral practical issues in the Sociology of education by exploring some theory and research on what it is to 'learn' and what it is to 'teach'. The module is designed as a reflexive, discursive and interactive forum based on curated readings and materials, providing a variety of self-directed learning opportunities, facilitating the acquisition of knowledge, competencies and flexible & transferrable skills.

Module Content

This module on Education will take up the challenge of re-imagining and reinvigorating the core ideals of education as the life-long cultivation of wisdom and civic virtue. Education that enables human flourishing and a healthy body politic means something more than 'skills training' to be utilized for work. The etymological roots of 'education' are *educare* (to bring up) and *educere* (to lead out), so education means to cultivate, to lead forth, to draw out from within; and wisdom is derived from *vis* in vision and *dom* meaning judgment and authority. When we consider the challenges of the 21st century we realize that it is not just enterprise and innovation in economy and technology -education for work- that is at issue, but more fundamentally the work of education must be to bring about a revitalization of our political, cultural and moral institutions. Our individual and collective abilities to be innovative and creative, to adapt to change and to reinvent the moral foundations of our society and our economy to face the challenges of the future, whether in the fields of science & technology, industry & economy, law and politics, culture and the arts will come primarily from vision and the exercise of judgment based on good authority, inspired and guided by the light of higher values and ideals.

This general theme will be explored and developed over ten classes, as follows:

Themes

1. 'Education', 'training', 'teaching', 'learning', 'wonder', 'astonishment', 'dwelling', 'thinking': reflexive exercises.
2. Education and the Greeks: Socrates: education as dialectic, *maieutic aporia* and *aletheia*. Plato: education as 'turning the soul'; Aristotle: education as imitation. Readings: on Socrates as teacher in the *agora* passages from Plato's *Republic* and *Symposium*; Aristotle -from *Ethics*; on Thrasymachus the Sophist and on Alcibiades the *pleonexic*. Phillips (2012) '*Socrates Café*'

3. Education as 'experience', 'rite of passage' and 'transformative journey' (the Oracle; 'Truth coincides with the path towards truth'; pilgrimage and *metanoia*). Victor Turner "Betwixt and Between: the Liminal Period in *rites de passage*." Education as 'gift exchange' and Education as 'community' (Readings: passages from Marcel Mauss and from Tim Ingold).
4. Education as spirit of discipline, membership of a group, and autonomy. Science, History, and Art as 'rational substitutes for religious education' (Reading: passages from Emile Durkheim, *Moral Education*).
5. Education as 'showing', and 'doing', and 'giving tips' (Wittgenstein -good teacher, bad model! (Reading: passages from *The Duty of Genius*)
6. Education as 'modelling' (Rene Girard); Education as learning to desire the model's desires. (Readings: passages from Girard *Things Hidden Since the Foundation of the World*; Films: *The Prime of Miss Jean Brodie* and *Whiplash*).
7. Education as 'banking' and education as emancipation: 'critical pedagogy.' (Readings from Paulo Freire and Henry Giroux). Music as emancipation: *El Sistema*.
8. Education, [classical] Liberalism and [contemporary] neo-liberalism: economism, materialism, instrumentalism, utilitarianism, individualism: educating the 'masters' and training the 'natives': education as 'decapitation'. (Readings passages from Charles Dickens' *Hard Times* Roald Dahl's *Boy*, James Joyce's *A Portrait of the Artist*
9. Education as Power: creating and reproducing inequalities of Class, Race, Gender (Readings: passages from Althusser, *Ideological State Apparatus*; Willis, *Learning to Labour*; Giroux "Higher education under siege"; and Education as reproduction of cultural capital and social inequality (Reading: Bourdieu, "Cultural capital and social reproduction").
10. "Propaganda, Education and Critical pedagogy': keeping the promise of democracy alive in an age of GAMAF [Google Amazon Microsoft Apple Facebook]": Goebbels and Walter Benjamin; Dr Seuss and Donald Trump: education and as vaccination against the meme machine (Readings: Benjamin "The Storyteller"; *Radio broadcasts for children*; Dr Seuss *The Sneetches and Other Stories*; film clips from historical and recent political rallies.

Recommended Reading

Excerpts from original texts and supplementary readings will be made available on Canvas.

Assessment

Total Marks 100: Continuous Assessment 100 marks:

1 x 3,000 word essay

SC2018 Sociology of Culture and Art

Dr Tom Boland

(Semester 2)

SC2018: Outline

How can we understand society without looking at culture? While there is a lot that we can learn from research, how can we really understand a society without looking at the stories it tells itself about itself? Whether in song, poetry, drama, novels or music, the way culture represents society artistically tells us a great deal about society. Sociologists need to pay attention to culture in the broadest sense, but with due caution – some of the stories we tell ourselves about ourselves can be exaggerated, self-flattering or overly nostalgic. Furthermore, pop culture can matter as much as classics if we want to contemporary society.

The objective of this module is to offer a theoretically and methodologically informed analysis of culture, art and literature drawing on Sociology and Anthropology. The course will introduce students to key sociological and anthropological concepts which facilitate the interpretation of art-works as both reflective of society and potentially transformative – whether literary, cinematic, musical, or whatever sort. Effectively, these suggest that by creating imaginative spaces of narrative and symbolism, art can consider elements of society, and variously re-think and re-evaluate them, or even critique them.

All art is socially produced, yet culture is not simply an expression or reflection of fixed and static values, it is not merely functional or escapist or ideological. Rather, art should be understood as a reflexive interrogation of our experiences and history, an exploration of the tensions within a complex culture, and even in certain cases, a critique of social norms or institutions. Art is alive, actively transforming society in diverse ways.

Within this course, students will be invited to interpret pieces of their own choosing – a film, play, novel, album, artwork, or a series of suchlike – as a reflection upon society, but also challenged to explore how this work is interpreted within society. Students are encouraged to analyse works of art which they care about, whether they like them or loathe them – the point of sociology is neither to condemn nor condone, but to understand.

Recommended Reading

Excerpts from original texts and supplementary readings will be made available on Canvas.

Assessment

Total Marks 100: Continuous Assessment 100 marks:

(i) 2 x essay 1,500 words on culture and society, using anthropological and sociological concepts.

[(50 marks each part);].

(NB: for timetabling reasons, SC2018 runs for 90 mins, leaving a 30 min break before SC2065, the compulsory Research Methods course.)

SC2021

Sociology of Crime and Deviance

Dr John O'Brien

(Semester 2)

MODULE OBJECTIVES

Aims: The objective of this module is to provide students with an insight into the key theories, studies and research methods in the sociology of crime and deviance. We will also locate these theories, studies and methods within their historical contexts.

Module Content: This module describes and assesses the main sociological theories of crime and deviance on the basis of theoretical approaches, research evidence and research methods. You will also gain an understanding of the historical development of criminology, social order and social control.

Intended Learning Outcomes

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

- understand the main explanations and interpretive frameworks in the sociology of crime and deviance;
- evaluate the main explanations and interpretive frameworks in the sociology of crime and deviance;
- demonstrate an ability to critically assess key empirical studies;
- demonstrate an analytic skill set in critical thinking about complex moral phenomena;
- locate sociological theories of crime and deviance within their socio-historical context and within the history of the field.

In terms of intellectual, practical and transferrable skills, students should be able to:

- Communicate effectively in speech and writing
- Undertake information retrieval and analysis
- Carry out independent study and further reading using traditional and electronic resources
- Engage in critical reasoning and informed debate.

GUIDANCE ON PRIVATE STUDY

Here is some advice on how you might spend your study time on this module

Further reading: Using the reading list selectively will help you not only to deepen your understanding of key issues, but also will allow you to see where and how some of those issues may be interlinked. This will improve your ability to write critically and analytically. For instance, while you may see policing and prisons and punishment as separate topics, they are also related. Indeed, you might ask if certain groups – ones deemed to be in need of greater control – are subject to greater police attention and, therefore, whether their members are more at risk of being jailed.

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 sociology of crime and deviance.

Finding 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.

Essay preparation: Greater depth of reading will better prepare you for the essay and class test assessment. You should spend time not only in reading texts and taking notes, but also in planning the structure and development of your essay so that the final product is coherent, well-argued critical and analytical, and soundly organised.

Recommended Reading

Excerpts from original texts and supplementary readings will be made available on Canvas.

Assessment Continuous Assessment: In-class test mid-semester (50 marks), 1 x 1500-word essay at end (50 marks).

SC2026

The Family: Sociological and Anthropological Perspectives

Dr Mastoureh Fathi

(semester 2)

How can sociological imagination be applied to family life? In course, we will learn about sociology as a systematic study of human society and will focus on family and household. Thinking about families and relationships necessitates thinking in a different way than watching a documentary film, reading a memoir or a simply describing events. Sociological thinking about family allows students to capture the underlying explanations as to why things happen in such a way in a given society and family unit. For example, how families are affected by divorce, or how education can play a role in children's future are themes that are addressed in this module.

Key readings:

1. Cheal, D. (2008) *Families in Today's World*, Abingdon: Routledge.
2. Treas, J., Scott, J. and Richards, M. (2014) *The Wiley Blackwell Companion to the Sociology of Families*. Wiley and Sons Ltd.
3. Adler, M. and Lenz, K. (2023) *The Changing Faces of Families: Diverse Family Forms in Various Policy Contexts*. Routledge Studies in Family Sociology
4. Dermott, E; Seymour, J. (2011) *Displaying Families: A New Concept for the Sociology of Family Life*. Palgrave Macmillan Studies in Family and Intimate Life.
5. O'Brien, Margaret (2017) *Comparative Perspectives on Work-Life Balance and Gender Equality: Fathers on Leave Alone*. Life Course Research and Social Policies.
6. Carsten, Janet; Chiu, Hsiao-Chiao; Magee, Siobhan, Papadaki, Eirini; Reece, Koreen M. (2021) *Marriage in Past, Present and Future Tense*.
7. Šimić, Lena and Underwood-Lee, Emily (eds.) (2023) [*Mothering Performance: Maternal Action*](#) Routledge Advances in Theatre & Performance Studies.

Assessment:

1. Oral Presentations in class (30%)
2. Written exam (70%)

SC2027

Sociology of the Body and the Mind

Prof. Des Fitzgerald

To provide a comprehensive introduction to how sociologists have thought about the role of bodies, as well as the role of mental states, in the production of social life; and also to introduce a critical sociology of the forms of expertise (principally within the biological and psychological sciences) that have traditionally held authority over these objects.

Module Content

In this module, we address two topics that were for a long time not considered at all as part of the formal sociological 'canon'(indeed, were quite specifically excluded from it) but have gradually found their way in over the last few decades: the body and the mind. We will cover, first, a range of approaches and questions in how the body has come to matter in sociology, ranging from Karl Marx's surprisingly in-depth interest in nutrition, to sociological work on cyborgs in the mid twentieth century, to new concerns with the body arising from contemporary neuroscience and genetics. Second, we turn to the mind, which we will examine in particular from the perspective of the sociology of psychology and psychiatry; here we will range from debates about 'anti-psychiatry' in the 1960s, to work on 'psychological governance' in the 1980s and 1990s, to more recent critical work on the politics of madness and mental illness. Across these topics, we will draw particularly on feminist theoretical work, which has long insisted on foregrounding the body and embodiment to understand how societies function, and in particular understand how they produce and maintain power relations (representative figures include Sara Ahmed, Judith Butler and Simone de Beauvoir). We will also pay particular attention to theoretical work in the tradition of Michel Foucault, which argues that new forms of expertise on the mind, in particular, are critical for governance and domination. Putting all of this together, the module will make a case for a vision of sociology in which sustained, critical attention to the biology of the body, and the operations of the mind, are understood to be vital for any serious account of society.

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

Outline and critically evaluate some of the most important perspectives within sociologies of the body and mind

Outline and critically evaluate key concepts in feminist work on the body.

Outline and critically evaluate key concepts within critical sociologies of psychology and psychiatry

Outline the contribution of broadly historical or 'genealogical' methods in sociology

Analyze, problematize and contribute to contemporary social debates on the body, gender, madness and mental health

Examination and Assessment

Total Marks 100

Written Examination 50 Marks - Semester 1 Written Exam Paper 1: 1.5hr paper - Written Questions (50 Marks)

Continuous Assessment 50 Marks In-class Test - One in-class essay, lasting 1.5hrs, to be delivered mid-semester (50 Marks)

SC2034 Sociology of City

Prof. Kieran Keohane

(Semester 1)

Module objective

To enable students to understand and interpret the symbolic order and imaginative structure of the city.

Module content

This module on the sociology of the city will help you to understand and interpret the symbolic order and imaginative structure of the city. As modern life is city life, by extension this module addresses broader questions of the culture(s) of modernity, and more particular questions pertaining to our own city, Cork. We begin by considering some general parameters outlined by recent writers on the city, Mike Davis and Sharon Zukin, for example: the form of human life on a planetary level is predominantly and increasingly urban life; the vast gulfs in contemporary cities between precarious existence in slums, bland life in the suburbs, and the elite enclaves of the global plutonomy; the homogenization of cities by processes of globalization and at the same time how cities retain their particular character; cities as theatres of social conflict, and as repositories of the cultural resources that enable people to transcend differences. From these general parameters we will focus on a more specific question, developed first by Jane Jacobs and lately Lynn Loffland, namely what makes some cities or city districts livable, enjoyable, sustainable, and others dangerous and deathly?

We develop an understanding of the city of the present and cities of the future by time traveling to other cities and other worlds, but especially with Walter Benjamin back to 'Paris: Capital of the Nineteenth Century', where, as flaneurs (& flaneuses) and in the company of Baudelaire and the Impressionists we do some 'political dream analysis' of Haussman's boulevards, Belanger's sewers, Garnier's Opera, the world exhibition, the shopping arcades, specialty boutiques and department stores. We then move to Berlin, and with Georg Simmel we look at the philosophy of fashion, the psychology of money, metropolitan life and the development of modern mind, before eventually 'coming home' as it were to James Joyce's Dublin of *Ulysses*, a phenomenology of the modern metropolis as phantasmagoria, real and imagined, timeless, universal, but yet irreducibly particular, and its heroic-familiar couple, Leopold and Molly Bloom, flowers of the city. With these lenses and mirrors we will clarify methodological principles and parallax perspective(s) with which we may understand and interpret the symbolic order and the imaginative structure of contemporary urban culture in an age of globalization, and especially as it is represented in film, pop culture and everyday life. Finally, we will turn our attention to some of the major challenges facing our city of Cork - climate change and flooding; de-centering and urban sprawl; the ageing city.

Recommended Reading

Excerpts from original texts and supplementary readings will be made available on Canvas.

Assessment

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

SC2065

Research Project I: Introduction to Social Research

Dr Theresa O'Keefe and staff

(Semester 2) 10 Credits

Module Objective

How do we know about the social world? Study it? Analyse it? What questions and techniques provide a greater understanding of the social world? The primary objective of this module is to provide an overview of the various methodological approaches within Sociology and to explore the theoretical, practical, political, and ethical dimensions of the research process. It seeks to enable students to critically and reflectively evaluate the different epistemological and ideological foundations of contrasting research paradigms.

The module is designed to give a broad overview of the logic of social research and the dominant research traditions, the process of research design, the major types of data collection techniques and methods of data analysis. Some of the types of social scientific methods to be explored include in-depth interviews, focus groups, participant-observation, surveys, surveys, participatory action research and documentary research. The module will introduce students to the techniques, strengths and weaknesses of these types of research methods, as well as their 'appropriateness' for answering questions about the social world. The module will also enable students to design and critically evaluate/ assess a research project proposal.

Teaching Method

This module is delivered through a combination of weekly lectures, tutorials and workshops. It will also involve group work, directed and self-directed study, including practical research exercises and digital discussion board contributions.

All materials for the module will be uploaded on CANVAS.

Assessment:

Total Marks 200: Continuous Assessment 200 marks (1 x 2000 words research proposal 80 marks; 1 poster 80 marks; Participation assessed through class exercises 40 marks)

Reading:

Required weekly reading will be assigned from the course textbook and supplementary readings and resources. Please consult the syllabus on Canvas.

There are a number of textbooks that serve as a useful guide throughout the completion of this module and Final Year Research Projects. These include:

- Bryman, A., 2016. Social research methods. Oxford university press.
- O'Leary, Z., 2017. The essential guide to doing your research project. Sage.

- Reinharz, S. and Davidman, L., 1992. Feminist methods in social research. Oxford University Press.
- Schutt, R.K., 2018. Investigating the social world: The process and practice of research. Sage Publications.

CR2002

Women, Confinement and Social Control in Ireland

Dr Joan Cronin

(Semester 1)

Module Objective

To introduce and develop students' knowledge and understanding of coercive confinement in post-independence Ireland.

Module Content

This module provides an overview of the development of a culture of coercive confinement in Post-Independence Ireland. It examines a range of institutions other than prisons utilised to confine those deemed to be deviant.

Learning Outcomes

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

- Describe the central historical and contemporary perspectives on incarceration in a web of institutions such as magdalen laundries, mother and baby homes, industrial schools, reformatory schools and psychiatric hospitals.
- Demonstrate an understanding of the relationship between and the overlapping roles of the Church, the State and the Family.
- Understand the shapes and forms of regulatory control.
- Use resources for critical research and inquiry into the course themes and concepts.
- Analyse and apply the concept of social control to regulatory methods in twentieth-century Ireland.
- Understand the issues of gender inherent in social control in Ireland.

Recommended Reading*

Excerpts from original texts and supplementary readings will be made available on Canvas.

Assessment

Total Marks 100: Continuous Assessment 100 marks (1x 2,500/3000 word essay).

CR2003
Crime, Urbanization and Cities

Dr James Windle

(Semester 2)

Module Objective

To explore classical and modern theoretical and empirical studies of urbanisation and crime.

Module Content

This module looks at characteristic aspects of crime, urbanisation and cities in terms of their being emblematic of wider processes of transformation of Modernity. Substantive topics will include: The Chicago School's ethnographies of crime and gangs; US and UK inner city subcultural theories; the influence of deindustrialisation on organised crime and gang activity and structure; the influence of deindustrialisation and gentrification on drug markets; modern gang studies; riots and urban disturbances; attempts to design crime out of the city; and crime and the city in music.

Learning Outcomes

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

- Critically evaluate perspectives from sociology which explain and describe the city and its effects;
- Describe the relationships between subcultures, class, ethnicity, territory and social identity;
- Identify the defining characteristics of urban gangs and subcultures, particularly their social organisation, composition, social and criminal practices;
- Compare and assess different types of crime, the fear of crime, and postcode stigma in terms of different forms and processes of urbanisation;
- Assess the relationships between the criminal underworld and the urban poor;
- Describe the forms of social regulation of urban crime.

Recommended Reading*

Excerpts from original texts and supplementary readings will be made available on Canvas.

Assessment

Total Marks 100: Continuous Assessment 100 marks (1 x 1,500 word essay (50 marks); Reflective journal (1 x 1,500 words) 50 marks).

ST2001
SOCIAL STATISTICS
Statistics Dept.

This course is given by the Statistics Department who will make relevant details of the course available at lectures.