

Module Title:	Introduction to Sociology
Language of Instruction:	English
Credits:	5
NFQ Level:	6
Module Delivered In	2 programme(s)
Teaching & Learning Strategies:	Lectures, reading, documentaries, online resources, classroom activities, discussion, e- learning, podcasts and guest speakers.
Module Aim:	The aim of this module is to introduce the discipline of sociology to learners and its application to early childhood. The module aims to develop the learners understanding of key factors which impact on the life of children, their families, and communities. The module will encourage the learner to examine and reflect on the social world in which we live and to explore the different ways in which human beings have organised their lives together. Sociological frameworks and theory will be examined, and aspects of Irish society will be explored from a sociological perspective.

Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Discuss the development and role of sociology as a discipline which observes social life and offers social commentary which is relevant to Early Childhood.
LO2	Understand the social construction of young children's identities within a range of social categories, culture, race, ethnicity, sexuality, class, religion, and disability.
LO3	Examine the evolution, function and diversity of families and communities within an Irish context.

Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
Co-requisite Modules	
No Co-requisite modules listed	
Requirements <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

Module Content & Assessment

Indicative Content
Introducing Sociology What is Sociology Key introductory ideas. Sociological perspectives. Macro and micro approaches – Roles, Groups and Social Networks Classical Sociological Theorists
Culture, Identity and Inclusion The social construction and components of culture. Socialisation Process. Social identities. Intersectionality. Race, ethnicity, diversity, equality and inclusion in Early Childhood Practice.
Social stratification Systems of stratification. Class structure. Social inequality, poverty and social exclusion. Equality of educational opportunity.
Sociology of the Family Changing family structures and patterns. Sociological perspectives of the family. Relating an understanding of the Sociology of the Family to Irish ECEC policies e.g., Siolta (2006), Aistear (2009).
Sociology of Health, Wellness and disability The social construction of health, wellness and disability. Health inequalities and life outcomes.

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Portfolio	Students will be required to keep a learning portfolio and provide a weekly reflection or summary on classroom and independent learning activities	1,2,3	100.00	Week 12

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

Workload: Full Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	12 Weeks per Stage	2.00
Independent Learning Time	15 Weeks per Stage	6.73
Total Hours		125.00

Workload: Part Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	12 Weeks per Stage	1.50
Independent Learning Time	15 Weeks per Stage	7.13
Total Hours		125.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HWECE_B	Bachelor of Education (Honours) in Early Childhood Education and Practice	1	Mandatory
CW_HWECE_D	Bachelor of Education in Early Childhood Education and Practice	1	Mandatory