**Carlow College, St. Patrick’s Modules: Spring Term 2023**

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| **Module Title** | **Stage** | **ECTS** | **Course Articulation** |
| **IRISH EXPERIENCE PROGRAMME (MANDATORY FOR ALL STUDY ABROAD LEARNERS)** | | | |
| Irish Experience (Mandatory)[[1]](#footnote-2) | Upper | 5 |  |
| **COMMUNICATION AND MEDIA** | | | |
| [Group Dynamics and Facilitation (Mandatory)](https://carlowcollege.ie/media/SPCS-GroupDynamicsFacilitation.pdf)  An understanding of and capacity to facilitate group work is important for the working with communities and groups in a professional context. This module is intended to introduce learners to the skills and knowledge needed for group work. | 2 | 5 |  |
| [Media Studies: Film 1 (Elective)](https://carlowcollege.ie/media/AH-MediaStudiesFilm1.pdf)  This module aims to give learners a comprehensive understanding of the cultural significance of cinema in the 20th century exploring its technological arrival and its industrial significance in the wider context of modernity and modernization. | 3 | 5 |  |
| **ENGLISH** | | | |
| [Introduction to Fiction: Novel and the Short Story (Mandatory)](https://carlowcollege.ie/media/EH-IntroductionFictionNovelShortStory.pdf)  This module aims to introduce learners to the cultural and historical contexts in which the novel and short story forms emerged and evolved. It will outline and explore a range of definitions and theories of fiction and evaluate how these concepts apply within a range of texts from Russia, America, Britain, and Ireland. Learners will develop and deepen their knowledge of literary terminology and methodologies of textual interpretation through guided and self-directed close-text analysis. A further aim of the module is to encourage learners to comprehend the function and limits of genre and generic classification. | 1 | 5 |  |
| [Irish Writing, 1960 – 1990 (Mandatory)](https://carlowcollege.ie/media/EH-IrishWriting1960-1990.pdf)  This module aims to give learners a clear sense of the key ideas, themes, and questions that have prevailed in Irish literature from mid-twentieth century to the end of the century. It will cover themes and issues such as: language and nation; the role of men and women in Irish society and the politics of gender and sexuality; the representation of family and childhood in Ireland; the role of the Catholic Church in Irish life; literary production and censorship. | 1 | 5 |  |
| [American Literature 1 (Mandatory)](https://carlowcollege.ie/media/EH-AmericanLiterature1.pdf)  This module aims to develop an understanding of the relationship between American literature and the politico-economic, social, religious, and (indigenous and transatlantic) intellectual and literary contexts governing its production. Learners will study a wide range of American authors and their cultural background. | 2 | 5 |  |
| [Contemporary Irish Writing (Mandatory)](https://carlowcollege.ie/media/EH-ContemporaryIrishWriting.pdf)  Learners on this module examine a selection of Irish novels, plays, poems and short stories written or published (approximately) in the last twenty years. Through the development of research, collaborative and presentation skills and competencies, the module aims to equip learners to consider and analyse how recent Irish writing has represented and interrogated certain key cultural, socio-economic and political transformations in Ireland’s recent history, including: the effects of globalisation; Irish Immigration/Emigration and its consequences; the politics of sexuality and gender; ecology, suburbanisation and the ghost estate; the rise and fall of the Celtic Tiger. | 2 | 5 |  |
| [The Eighteenth-Century Novel (Mandatory)](https://carlowcollege.ie/media/EH-TheEighteenthCenturyNovel.pdf)  This module is a survey of the early history and development of the English novel. Learners will learn about the production of literature in the eighteenth-century, the different types of fictional styles and genres of the period, how novelists responded to cultural, social, economic and political issues. | 2 | 5 |  |
| [Modernism and Modernity (Mandatory)](https://carlowcollege.ie/media/EH-ModernismModernity.pdf)  This module aims to develop sophisticated readers of complex literature. It will achieve this objective by challenging learners to develop their ability to organise their thinking around complex literary works through the demonstration of sophisticated skills. These skills will include the capacity to synthesize the influence of economic and material arguments like those of Marx, with the psychoanalytic arguments of Freud, allied to a consideration of material conditions like the growth of urban centres and the spread of industrialization, in relation to modernist authors and their major works. This module aims to see learners appreciate the achievements of major modernist authors. Learners will illustrate their capacity to assess the insights gained from one theoretical position in relation to another, as they evaluate the strengths and weaknesses of one approach relative to the other. | 3 | 5 |  |
| [Postcolonial Writing (Elective)](https://carlowcollege.ie/media/EH-PostcolonialWriting.pdf)  This module has two principal aims: (1) to allow learners to read key texts from Africa, the Caribbean and South-east Asia and (2) to equip learners with critical skills and advanced knowledge and understanding of theory pertinent to postcolonial writing. Learners are encouraged to think about questions of identity, race and culture, the construction of gender in a colonial context, and the relationship between literature/cultural production and empire. A key objective of the module is to enable learners to become adept at handling key terms and concepts of postcolonial writing and theory. This is achieved by learners researching and presenting on key concepts and contributing their research to a class glossary. | 4 | 5 |  |
| [Literature of the Victorian Age (Mandatory)](https://carlowcollege.ie/media/EH-LiteratureVictorianAge.pdf)  Ranging across the genres of fiction, poetry, drama, and criticism this module aims to help learners develop a critically-informed and imaginative approach to the analysis of Victorian literature which is founded on detailed understandings of important contemporary social and political developments, and key critical contexts and debates. | 3 | 5 |  |
| [Creative Writing: Advanced Poetry (Elective)](https://carlowcollege.ie/media/EH-CreativeWritingAdvancedPoetry.pdf)  This module aims to develop practitioners of, and advocates for, the ancient art of poetry. This module aims to train learners to recognise and evaluate the characteristics of great or strong poetry through exposure to, and critical meditation upon, fine examples drawn from contemporary national and international practice. In the course learners will create a body of work that demonstrates, through modelling, a sophisticated understanding of the features of the art of poetry in our time. This course aims to have learners appraise the current state of the art of poetry, and through their own creative practice offer a contemporary validation of the art, through a creative re-visiting, re-writing, and reconstruction of its major tropes, themes, and forms through their own dynamic practice and in response to the conditions of their time. | 3 | 5 |  |
| **HISTORY** | | | |
| [Debating History (Mandatory)](https://carlowcollege.ie/media/EH-DebatingHistory.pdf)  The objective of this module is to supply learners with the essential intellectual equipment to understand key debates in history. The module will build on the knowledge and skills acquired in the module Toolkit for History. It aims to offer learners an interactive learning experience, engaging them in lively debate and introducing them to the skills needed to develop their own critical understanding of the past. | 1 | 5 |  |
| [The Age of Exploration in the Early Modern Period, 1492 – 1763 (Mandatory)](https://carlowcollege.ie/media/EH-TheAgeExplorationEarlyModernPeriod1492-1763.pdf)  This module studies the spread of ideas across Europe and analyses how these ideas sparked exploration, and evolved into Enlightenment ideology by the late 17th century. It studies the discovery and exploration of the New World, the creation of world-wide oceanic trade routes and the environmental and economic impact of exploration and settlement in the Americas. | 1 | 5 |  |
| [Re-Imagining Ireland, 1500 – 1700 (Mandatory)](https://carlowcollege.ie/media/EH-Re-ImaginingIreland1500-1700.pdf)  This module will guide learners through the key developments in the history of Ireland in the sixteenth and seventeenth centuries and offer a sense of how life was lived in early modern Ireland. It will encourage learners to examine critically the major events and figures that have played a prominent part in the island’s history in this period. It seeks to locate the Irish experience within wider European and global experiences and allow the learners to reflect on the meaning and significance of economic, social, cultural, political and religious life on the island from 1500 to 1700. | 1 | 5 |  |
| [Re-Imagining Modern Ireland, 1850 – 2000 (Mandatory)](https://carlowcollege.ie/media/EH-Re-ImaginingIreland1850-2000.pdf)  This module will guide learners through the key developments in the history of Ireland from the mid-nineteenth century through to the end of the twentieth century. It will locate the Irish experience within wider European and global experiences and allow the learners to reflect on the meaning and significance of economic, social, cultural, political and religious life on the island from 1850 to 2000. It will situate modern Irish history within debates in the Irish historiography encompassing nationalist, revisionist and post-revisionist approaches to the subject. | 2 | 5 |  |
| [Nation States and Global Conflict, 1877 – 1945 (Mandatory)](https://carlowcollege.ie/media/EH-NationStatesGlobalConflict1877-1945.pdf)  This module advances the learners’ understanding of the modern history of Europe and the USA and the evolution of political thought. Learners will analyse how the great powers of Europe engaged in imperial expansion and reorganisation to secure manpower, economic resources, territory and prestige in an attempt to gain primacy against their European rivals. Counterbalancing the imperial expansion and reorganisation by European powers was the emerging global influence of the United States which, by the end of the 19th century, had largely completed western expansion and started to have a more active role on the global stage. Learners will engage with how global conflict impacted nations and culminated in two world wars. | 2 | 5 |  |
| [The Rise of Fascism (Mandatory)](https://carlowcollege.ie/media/EH-TheRiseofFascism.pdf)  This module examines the rise of fascism in Europe after World War One. It aims to present learners with a grounded knowledge of Mussolini, Hitler and their respective movements. The course aims to offer an interpretation of fascistic movements and to explain why fascism was successful between the wars in Italy, Germany, Spain and other central European countries. | 3 | 5 |  |
| [The Politics of the Great Irish Famine (Elective)](https://carlowcollege.ie/media/EH-ThePoliticsoftheGreatIrishFamine.pdf)  This module aims to present the history of the Famine with an emphasis on how and why politicians and others in the public sphere reacted as they did. The module seeks to explain how a tragedy of this magnitude occurred. | 3 | 5 |  |
| [History, Memory and Commemoration (Elective)](https://carlowcollege.ie/media/EH-HistoryMemoryCommemoration.pdf)  This module will examine the processes of remembering and commemorating the past. Taking a case study orientated approach, the ways in which history and commemoration have been utilised by politicians, communities, and interest groups will be explored. This will enable learners progressing into the workplace (in, for example, museums, libraries, schools, civil buildings, media and marketing) to critically assess commemorative events, plan events, and to assess memory (its benefits and pitfalls). Given the burgeoning literature on memory over the last three decades, and the current Decade of Commemorations project a key aim of this module is to reassess the state of the field and propose and contribute to new directions in the study of memory and commemoration. | 3 | 5 |  |
| [Nazi Germany and the Holocaust (Elective)](https://carlowcollege.ie/media/EH-NaziGermanyandtheHolocaust.pdf)  The course aims to examine the 'world-view' of the Nazis and to provide the learner with an in-depth introduction to the key historical, social, political and military events which resulted in the physical elimination of six million European Jews during World War Two. It will also consider the fate of other disapproved of minorities such as Roma and homosexuals in the Holocaust. | 4 | 5 |  |
| **PHILOSOPHY** | | | |
| [General Ethics 2: The Good Life (Mandatory)](https://carlowcollege.ie/media/AH-GeneralEthicsTheGoodLife.pdf)  This module aims to introduce learners to the principles, concepts and problems of ethical theories based on the pursuit of a well lived human life. In particular, it will examine Aristotelian Virtue Ethics and the more recent Care Ethics theories. It will present learners with fundamental frameworks by which to analyse social, moral and political phenomena, as well as developing learner capacity for critical thinking. | 1/2 | 5 |  |
| [Philosophy of Religion (Elective)](https://carlowcollege.ie/media/AH-PhilosophyofReligion.pdf)  This module will highlight the relationship between philosophy and religion during the period of the Enlightenment. Key figures of both periods will be used to elucidate the tensions and co-operations between these two traditions in this period. The enlightenment philosophers of religion identify the unique tensions that exist within the competing claims to truth of philosophy and religion. Emerging from the period where philosophy was regarded as the handmaiden of theology, enlightenment thinking reasserts the power of reason in matters of religion and therefore identifies the central issues of church authority, the absolute truth of revealed religion through scripture and the role of reason in elaborating a religious point of view. | 3 | 5 |  |
| [Medieval Philosophy (Mandatory)](https://carlowcollege.ie/media/AH-MedievalPhilosophy.pdf)  This module is designed as a Stage 1 introduction to Medieval philosophy. It aims is to acquaint the learner with this period of philosophy and its importance to the development of the history of ideas at this time. Of particular emphasis will be the relationship between philosophy and religion, highlighting the convergences and tensions between these two forms of thought. The module will identify the importance of the role of philosophy in the elaboration and development of, in particular, Christian thinking and set it in the context of the historical, social and religious events of the time period. | 1 | 5 |  |
| [Modern Philosophy, 1800 – 1960 (Elective)](https://carlowcollege.ie/media/AH-ModernPhilosophy1800-1960.pdf)  The aim of this module is to provide the learner with an historical overview of the period of European Philosophy from the 1800’s to the 1960’s. The module centres on the theme of the developing concept of self from German Romantic engagements with new concepts of knowledge. This emphasis on the relationship between self and knowledge will be set against the emerging complexities on thought about the self as the romantic period develops into early forms of existentialist thinking. Each individual philosopher’s thought will be set in the context of the development of the idea of the idealist subject to the emergence of the notion of solipsism. These overall themes will be traced through the framework of the philosophers’ thought. | 2 | 5 |  |
| [Political Philosophy 2: Enlightenment to Communitarianism (Mandatory)](https://carlowcollege.ie/media/AH-PoliticalPhilosophySecularBeliefSystems2.pdf)  The key focus of the module is to trace the development of European political philosophy from the defining period of Social Contract theory and the various communitarian responses to it from Hegel to contemporary autonomous Marxism. The central theme is the articulation of philosophical thought between the various strains of organicism and of atomistic individualism. | 3 | 5 |  |
| [Humans and Other Animals 2 (Elective)\*](https://carlowcollege.ie/media/AH-HumansOtherAnimals2.pdf)  This module aims to provide the learner with an overview of the central concepts, different theories and modes of analysis in the area of animal ethics. It aims to develop the learner's critical and analytic skills through the reading and analysis of core texts from the animal ethics field. | 3 | 5 |  |
| [Human Rights: A Philosophical Approach (Elective)](https://carlowcollege.ie/media/SPCS-HumanRights.pdf)  This module aims to introduce learners to the principles, concepts and problems of Human Rights theory. It develops skills of analysis, critical reflection and the ability to formulate independent arguments through close reading of primary texts and analysis of Human Rights' dilemmas. | 3 | 5 |  |
| **POLITICAL SCIENCE** | | | |
| [Introduction to Irish Government (Mandatory)](https://carlowcollege.ie/media/SPCS-IntroductionIrishGovernmentPolitics.pdf)  The module aims to engage learners in developing an awareness of their own ‘world view’ and to begin to objectively assess the impact of government structure, function and action on the lives of citizens with particular reference to marginalised and isadvantaged communities and individuals. | 1 | 5 |  |
| [Citizenship and Civil Society (Mandatory)](https://carlowcollege.ie/media/SPCS-CitizenshipCivilSociety.pdf)  The module begins with an historical look at the evolving nature of citizenship and ways in which a vibrant civil society and social capital are linked. The concept of democratic engagement in relation to representative, participative and deliberative practices is analysed. It will examine the impediments to participation and the links between citizenship, rights, responsibilities and the Social Construction of Identity. Types of citizenship engagement will be researched. The impetus for participation and engagement and the strategies and models of participation at local and global level will be explored. | 1 | 5 |  |
| [Approaches to Working with Communities (Mandatory)](https://carlowcollege.ie/media/SPCS-ApproachestoWorkingwithCommunities.pdf)  This module provides an introduction to social, political and educational models and processes relevant to working with communities, including associated practices and underlying principles. This is a foundational module supporting learners to develop their knowledge and understanding of the practical application of approaches to working with communities in Ireland. | 1 | 5 |  |
| [International Legal Studies (Elective)](https://carlowcollege.ie/media/SPCS-InternationalLegalStudies.pdf)  The module provides a legal framework to explore national and global relationships and the rights of the individual within this context. This module supports learners to develop their understanding of national and international law and the relationships between states. The module also supports learners to deepen their understanding of the legal basis of issue of peace, conflict and development. | 3 | 5 |  |
| **PSYCHOLOGY** | | | |
| [Psychology 2 (Mandatory)](https://carlowcollege.ie/media/AH-Psychology2.pdf)  This module aims to introduce the learner to the discipline of Psychology, which is the science of mind and behaviour. It is set out in sections comprising an overview of Evolutionary Psychology, plus an introduction to Cognitive, Social, and Forensic Psychology. Learners are introduced to a wide range of issues such as attention, memory, perception, the biological basis of behaviour, the self and social cognition. Learners will also be provided with an introduction to the research methods and ethical considerations employed within psychology. | 1 | 5 |  |
| [Introduction to Developmental Psychology (Mandatory)](https://carlowcollege.ie/media/SC-IntroductionDevelopmentalPsychology.pdf)  The inclusion of developmental psychology modules in a Social Studies programme provides learners with insight into lifespan development from conception to death. This module introduces concepts related to nature and nurture, early versus late experiences and continuity versus discontinuity when discussing factors of human development. These theories contribute to Applied Social Studies in their empirical approach to understanding and working with clients who may have encountered teratogens during gestation, or had a diagnosis of developmental delay, additional learning needs, or attachment and bonding difficulties during childhood. | 1 | 5 |  |
| Behavioural Psychology (Mandatory)[[2]](#footnote-3) *(Module Descriptor available upon request)*  This module aims to introduce learners to the origins of behavioural psychology and consider the evolution of behavioural psychology as a science and will consider the theoretical underpinnings of classical conditioning, operant conditioning, contextual behavioural science and relational frame theory. The objectives are to develop the learner’s understanding of behavioural psychology and consider and explore the applications of the theories espoused by behavioural psychology. | 1 | 5 |  |
| Introduction to Psychology and Crime (Mandatory)[[3]](#footnote-4) *(Module Descriptor available upon request)*  This module is the first of three modules focused upon the application of psychology to law. The main aim is to provide the learner with the knowledge that a methodological approach to the study of criminal behaviour can generate both systematic findings and practical solutions to problems. | 1 | 5 |  |
| Introduction to Research Methods and Ethics Psychology (Mandatory)[[4]](#footnote-5) *(Module Descriptor available upon request)*  One of four dedicated Research Method modules, this is an introduction to the scientific method used in psychology. It aims to provide the learner with the basis for presenting and understanding research as the scientific approach of psychologists and other social scientists. The module provides learners with a knowledge of research methodology, ethics, epistemology and ontology and an overview of the key aspects of a psychological research project. | 1 | 5 |  |
| Introduction to Statistical Analysis in Psychology (Mandatory)[[5]](#footnote-6) *(Module Descriptor available upon request)*  The second of four dedicated Research Method modules, this module aims to provide learners with an introduction to the fundamentals of research methods and statistical analysis within psychology and provide a basis for later learning across modules within the Psychology programme. The module provides learners with a foundation for research methods and statistical analyses within psychology and social sciences and enhance their knowledge of experimental and single subject research. | 1 | 5 |  |
| Lifespan Development: Adolescences, Adulthood and Aging (Mandatory)[[6]](#footnote-7) *(Module Descriptor available upon request)*  The overall aim of this core module rests in its exploration of the ways human beings continue to develop from adolescence to death. As with Child Development Psychology, each stage under exploration will be discussed in relation to biological, cognitive and socioemotional processes across this period of the lifespan. The main objectives are to assist the learner to define and distinguish between biological, cognitive and psychosocial domains of development from adolescence to death. A further objective rests in supporting the learner to understand major concepts in development such as continuity and discontinuity, one common course of development or many unique courses of development, and nature versus nurture. | 1 | 5 |  |
| [Social Psychology (Elective)](https://carlowcollege.ie/media/AH-SocialPsychology.pdf)  The aims of Social Psychology are to provide the learner with a deep understanding of how thoughts, feelings and behaviours can be shaped by the real or imagined presence of others. The objectives of this module are to introduce the learner to the ways we think about our social worlds, how we read and try to make sense of other people, to understand the functions of attitudes and behaviours, to recognise the effects of prejudice and discrimination and to appreciate concepts such as prosocial behaviour, aggression, conformity and obedience. | 2 | 5 |  |
| [Applied Criminal Psychology (Elective)](https://carlowcollege.ie/media/AH-AppliedCriminalPsychology.pdf)  The aim of this module is to give learners the opportunity to learn the applications of psychology associated with the legal system along with issues and problems that can arise when psychology is applied. The objectives are to incorporate lectures, debates, case studies, experiments and discussion to the learner on the subject of legal processes, criminology, crime, offenders, and how punishment can fail and achieve change. This module draws on previous learning therefore, such as cognitive psychology (memory), abnormal and clinical psychology (the abnormal personality and how to treat that), social and organisational psychology (the influence of a courtroom and how law is organised) as well as child and educational psychology (offenders tend to hail from less than privileged family and educational backgrounds). | 2 | 5 |  |
| [Cyber Psychology (Elective)](https://carlowcollege.ie/media/AH-CyberPsychology.pdf)  Cyberpsychology is a relatively new branch of psychology that complements the digital humanities by studying how interacting with technology shapes society and the human mind and behaviour. It is becoming an increasingly important area of study as new technology platforms are constantly emerging and becoming prevalent in our day to day lives. This module aims to introduce learners to the key concepts, theories, research methodologies and practical applications of cyberpsychology. A further aim is to introduce the learner to the eight dimensions of cyberpsychology architecture (identity, social, interactive, text, sensory, temporal, reality and physical). This is a newly developed transdisciplinary model that can be used as a framework to assess the psychological effect of virtually any digital environment and experience. | 3 | 5 |  |
| [Educational Psychology (Elective)](https://carlowcollege.ie/media/AH-EducationalPsychology.pdf)  The aim of this module is to demonstrate the contribution of psychology to educational practice. The objective is to introduce the learner to research on classroom behaviour and management, pupil-teacher relationships, pupil motivation, learner readiness, individual differences and difficulties pupils may experience such as reading and writing disorders. | 2 | 5 |  |
| [Clinical Psychology (Elective)](https://carlowcollege.ie/media/AH-ClinicalPsychology.pdf)  The aim of this module is to provide the learner with an appreciation and understanding of human behaviours that impair a person’s ability to function in daily life. One objective is to introduce the learner to personality and intelligence tests, interviews, patient observations and written case studies. This module further aims to engage the learner across historical figures, characters from the Literature, Media and Arts with disorders, as well as the philosophical ethical issues surrounding the treatment of persons with these disorders. | 3 | 5 |  |
| [Cognitive Psychology 2 (Elective)](https://carlowcollege.ie/media/AH-CognitivePsychologySensationPerceptionMemory.pdf)  The overall aims of this core module are to expand on the learner’s knowledge of the basic concepts of cognitive psychology and engage with the advanced processes of how human memory works, how we solve problems and the understanding of how we formulate language. The learner will study critical theories of language acquisition and the problems in the brain that can negatively impact language development, production, and progression (e.g., aphasias). The objectives are to deepen the learners understanding of cognitive psychology and to enhance the learner’s knowledge of how to relate psychological learning with the ways practical steps can be taken by psychologists to improve quality of life for people with cognitive impairment. | 3 | 5 |  |
| [Research Methods in Psychology (Elective)](https://carlowcollege.ie/media/AH-ResearchMethodsPsychology.pdf)  This module will give learners an understanding of the psychological approaches utilised in community psychology research, and make them aware of the role of research in informing both theory and practice. Throughout the course, the learner will consider psychological research questions, how to conduct a literature review and the various types of research methods (experimental, correlational, etc.) and the ethical considerations employed within psychology. Learners should develop the skills and knowledge necessary to undertake a research project. They should also be capable of reading and interpreting research reports. The goal of psychological research is to better understand the social world. | 3 | 5 |  |
| [Counselling Psychology (Elective)](https://carlowcollege.ie/media/AH-CounsellingPsychology.pdf)  This module aims to introduce the learner to diverse counselling theories and to the practices derived from them in a variety of settings. The course integrates three dimensions of counselling psychology: Personality theory and theories of counselling, Lifespan development and theories of counselling, Counselling skills and practice, including ethical and professional issues. learners are introduced to diverse approaches to counselling such as gestalt counselling; person-centred counselling; behavioural/cognitive-behavioural counselling; reality therapy; family/couples counselling; applied behavioural analysis, working with various groups such as adolescents, children as well as addiction groups etc.; self-awareness and personal development. | 4 | 5 |  |
| Positive Psychology (Elective) *(Module Descriptor available upon request)*  Positive psychology is the science of human wellbeing which uses an applied approach to cultivate optimal functioning. The aim of positive psychology is to promote human flourishing through scientific research on what makes a life good. The aim of the module is to introduce learners to the core areas researched by positive psychologists. These include the cognitive, biological, emotional and social aspects of wellbeing and the key theories, concepts and definitions within these areas. Throughout the course, the learners will also examine how the findings from positive psychology can be used to improve wellbeing i.e. mindfulness, resilience and sustainable happiness across the lifespan. | 4 | 5 |  |
| **SOCIOLOGY** | | | |
| [Introduction to Disability (Mandatory)](https://carlowcollege.ie/media/SC-IntroductionDisability.pdf)  The aim is to introduce learners, at an early stage, to the history, theoretical concepts and regulations which underpin disability services. The aim is also to begin to explore the role that Social Care Workers play and the skills they require to carry out that role. | 1 | 5 |  |
| [Approaches to Working With Communities (Mandatory)](https://carlowcollege.ie/media/SPCS-ApproachestoWorkingwithCommunities.pdf)  This module provides an introduction to social, political and educational models and processes relevant to working with communities, including associated practices and underlying principles. This is a foundational module supporting learners to develop their knowledge and understanding of the practical application of approaches to working with communities in Ireland. | 1 | 5 |  |
| [Sociology in Contemporary Society (Mandatory)](https://carlowcollege.ie/media/SC-SociologyContemporarySociety.pdf)  This module builds on the macro level of sociology taught in the previous semester by examining the more micro level sociological areas such as social institutions, social stratification, social change and the environment. Learners should develop an understanding of how society is structured through key social institutions, and how issues such as power, justice and inequality impact on social relations. | 1 | 5 |  |
| [Inter-culturalism and Cultural Competence (Mandatory)](https://carlowcollege.ie/media/SC-InterculturalismCulturalCompetence.pdf)  Inter-culturalism is essentially about interaction, understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for. Inter-culturalism acknowledges that people should have the freedom to keep alive, enhance and share their cultural heritage. As learners preparing to work with individuals and communities in an increasingly diverse society, the intention is that they will become more knowledgeable and aware of cultural diversity, cultural imperialism and cultural bias in a bid to increase tolerance, social justice and equality. | 2 | 5 |  |
| [Advocacy Skills in Practice (Mandatory)](https://carlowcollege.ie/media/SPCS-AdvocacySkillsPractice.pdf)  Building on the 'Introduction to Advocacy' module in semester 1, this module will move closer to increasing skills in defending the rights of individuals. It will work on enhancing advocacy skills among the participants in the module thus ensuring that groups and individuals who face discrimination and a denial of their rights will potentially receive full impartial advice, information and assistance within a framework of professionalism and social justice. | 2 | 5 |  |
| [Youth and Community Studies (Elective)](https://carlowcollege.ie/media/SPCS-YouthCommunityStudies.pdf)  The aim of this module is to provide the learner with the theoretical and practical skills required to guide the practice of Youth and Community work. This in turn will enable them to become reflective, efficient and competent practitioners. | 3 | 5 |  |
| [Approaches to Working with Families (Mandatory)](https://carlowcollege.ie/media/SC-ApproachestoWorkingwithFamilies.pdf)  The aim of this module is to provide learners with a comprehensive theoretical framework for understanding and analysing the needs of families. Also, learners should begin to develop skills in working with parents, as well as in working directly with children. | 3 | 5 |  |
| [Community Mental and Wellbeing (Elective)](https://carlowcollege.ie/media/SC-CommunityMentalHealthWellBeing.pdf)  The Health Promotion Strategic Framework (HSE, 2012) acknowledges the community as one of the key settings for promoting positive mental health and well-being. Awareness of mental health challenges is increasing in communities across Ireland evidenced by media campaigns and a mental health strategy. It is imperative as learners preparing to work with communities they have an awareness of the challenges and also be aware of the tools, strategies and supports available to vulnerable communities. | 3 / 4 | 5 |  |
| **THEATRE** | | | |
| [Drama and Performance 1 (Elective)](https://carlowcollege.ie/media/AH-DramaPerformance1.pdf)  This module takes as its premise that the play text is merely a blueprint for the living art form of theatre. The module aims to introduce the principles and practice of drama and performance. Starting with basic technical exercises, it will increase the learners’ confidence and skill base in dramatic performance while at the same time giving an understanding of the historical and theoretical underpinnings of drama as a performance art. | 2 | 5 |  |
| [Introduction to Drama and Theatre (Mandatory)](https://carlowcollege.ie/media/EH-IntroductionDramaTheatre.pdf)  The objective of this module is to enable learners to develop a critically-informed and imaginative approach to the study of drama on stage and screen, with particular reference to the drama and theatre of Ancient Greece, and to understandings of comic and tragic drama in modern contexts. | 1 | 5 |  |
| [Modern Drama in Performance (Elective)](https://carlowcollege.ie/media/EH-ModernDramaPerformance.pdf)  Building on the knowledge of drama and theatre that learners gained at earlier stages of the programme, the objective of this module is to help learners develop a critically-informed and imaginative approach to the study of a number of key works of modern drama, as well as an in-depth understanding of some of the important features and characteristics of modern dramatic performance. | 4 | 5 |  |
| **THEOLOGY** | | | |
| [Christian Anthropology: The Human Question (Elective)](https://carlowcollege.ie/media/AH-ChristianAnthropologyTheHumanQuestion.pdf)  The aim of this module is to explore what it means to be human through the lens of Christian theology. The module will examine the development of the doctrines of creation, grace, original sin, death, and redemption in Christian theology. The module will study in some detail the Christian anthropology that is to be found in Vatican II’s Gaudium et Spes. The theme of ‘ecological conversion’ (Laudato Si) will also be explored with a view to reflecting critically on what it means to be human in an ecologically responsible way. | 2 | 5 |  |
| [Theological Themes in World Literature, Cinema and Music (Mandatory)](https://carlowcollege.ie/media/AH-TheologicalThemesinWorldLiterature.pdf)  This module aims to enable learners to explore and identify theological themes in world literature, cinema, and music. Learners should attain the ability to reflect theologically upon the arts and evaluate implicit and explicit religious content as it pertains to the Christian economy of salvation in various art forms. | 1 | 5 |  |
| [Religion, Conflict and Peace (Mandatory)](https://carlowcollege.ie/media/AH-ReligionConflictPeace.pdf)  The module aims to enable the learner to grasp the politics and hermeneutics involved in the interpretation of religious traditions and their correlation with issues of conflict and peace. It will develop the conceptual and practical skills needed to reinterpret the principles of secularity and religiosity to promote justice, peace and the integrity of the cosmos. It aims at assisting the learners to critique religiously supported conflicts while enabling them to transform faith for peacebuilding. | 4 | 5 |  |
| [Trinity: One and Three (Elective)\*[[7]](#footnote-8)](https://carlowcollege.ie/media/AH-TrinityAGodOneandThree.pdf)  This module is intended to build upon the learners understanding of the Trinity as a central concept in Christian theology today. It will facilitate learners in exploring the Christian understanding of God as it emerges from the history of Israel and through the person of Jesus. The study will, by tracing the development of a Trinitarian doctrine, explore ways in which an understanding of the Trinity has very real consequences, not only for theology but also, life today. | 3/4 | 5 |  |
| [Prophetic Literature of the Old Testament (Elective)](https://carlowcollege.ie/media/AH-PropheticLiteratureOldTestament.pdf)  This module gives students knowledge and appreciation of the phenomenon of prophecy, its background and its various manifestations in Israel and in the Ancient Near East. Students will become familiar with the ministries of the individual prophets, their significance and their message. | 2 | 5 |  |
| **WOMEN AND GENDER STUDIES** | | | |
| [Gender and Sexuality in Post 60s Irish Culture and Writing (Elective)\*[[8]](#footnote-9)](https://carlowcollege.ie/media/EH-GenderSexualityPost-60sIrishCultureWriting.pdf)  This module aims to challenge learners to investigate the assumptions of their culture around gender relations and to grasp the political significance of those assumptions. It will do this by asking them to analyse post-war Irish society from horizons provided by conceptual frameworks developed in Philosophy, Sociology, and critical theory. | 3/4 | 5 |  |

1. Modules indicated by ‘Mandatory’ are guaranteed to run every academic year. For elective modules, we will know in May 2021 which module is running. [↑](#footnote-ref-2)
2. CCSP is introducing a new Psychology Programme and it is anticipated that this programme will commence in September 2022. [↑](#footnote-ref-3)
3. CCSP is introducing a new Psychology Programme and it is anticipated that this programme will commence in September 2022. [↑](#footnote-ref-4)
4. CCSP is introducing a new Psychology Programme and it is anticipated that this programme will commence in September 2022. [↑](#footnote-ref-5)
5. CCSP is introducing a new Psychology Programme and it is anticipated that this programme will commence in September 2022. [↑](#footnote-ref-6)
6. CCSP is introducing a new Psychology Programme and it is anticipated that this programme will commence in September 2022. [↑](#footnote-ref-7)
7. This module will run in Spring 2021 and 2023. [↑](#footnote-ref-8)
8. This module will run in Spring 2021 and 2023. [↑](#footnote-ref-9)