



An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority

Module Descriptor
Cultural Studies

Award Type: Minor
Award Level: 4
Award Code: 4N3400
Validation date: 16th December 2013

Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to enhance their cultural awareness and socio-cultural competence by studying the culture and customs of another country or community

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **100 hours**.

Learning Outcomes: By the end of this module, the learner will be able to:

1. Outline the geographical features of a country or community to include the capital city, counties or provinces, main rivers, mountains, plains, population, transport, communications system, climate and economy
2. Outline the key historical and current events for a country or community and their influence on the attitudes and opinions of that community
3. Describe some typical dishes and drinks of a country or cultural community to include food for special festivities, such as Easter, Christmas, Ramadan and Passover
4. Compile a list of public holidays in a country or cultural community to include a description of a specific public holiday and its customs
5. Outline a range of typical leisure activities for a country or cultural community to include sports, games and pastimes
6. Explore the music, art and dance of a country or cultural community
7. Explain a range of terms to include terms such as equal opportunities, attitude, discrimination, stereotype, and prejudice
8. Respond appropriately to conventions of spoken and non-verbal language and codes of behaviour relevant to different intercultural situations
9. Comment on a work of cultural output from the country or community to include a film, book, television programme, performance, work of art or design
10. Select topics for discussion of social, political, economic, scientific or cultural interest for a country or community

11. Demonstrate respect for and an acknowledgement of cultural difference
12. Deal with communication lapses and their accompanying frustrations
13. Contrast living in Ireland with a range of countries and communities under at least three of the following headings: language, housing, education, living costs, lifestyles and religious beliefs and practices
14. Provide examples of the main television stations, newspapers and prominent cultural figures to include, actors, writers, musicians, artists and sports stars of the country or community
15. Examine the portrayal of the country and/or its culture in the Irish media.

Key Learning Points

Learning Outcome 1:

Outline the geographical features of a country or community to include the capital city, counties or provinces, main rivers, mountains, plains, population, transport, communications system, climate and economy

Key Learning Points

- Capital cities and examples
- Counties or provinces and examples
- Main rivers within a range of countries and examples
- Mountain ranges and highest mountains within a range of countries and examples
- Description of the type of plains found within a range of countries
- Populations
- Main types of transport used and examples
- The main communication systems
- Climate and identification of different climates of a range of countries
- Identification of how the economy of a range of countries is currently performing
- Identification of the main produce of a range of countries

Learning Outcome 2:

Outline the key historical and current events for a country or community and their influence on the attitudes and opinions of that community

Key Learning Points

- The main historical events that influence the attitudes and opinions of the country of choice
- The main current events that influence the attitudes and opinions of the country of choice

Learning Outcome 3:

Describe some typical dishes and drinks of a country or cultural community to include food for special festivities, such as Easter, Christmas, Ramadan and Passover

Key Learning Points

- The traditional dishes for the country of choice for a special festivity such as Christmas or Ramadan
- The traditional drinks for the country of choice for a special festivity such as Christmas or Ramadan

Learning Outcome 4:

Compile a list of public holidays in a country or cultural community to include a description of a specific public holiday and its customs

Key Learning Points

- List of public holidays for a country
- Description of a specific public holiday and its customs

Learning Outcome 5:

Outline a range of typical leisure activities for a country or cultural community to include sports, games and pastimes

Key Learning Points

- Description of the typical sports that are played in the country of choice
- Description of the typical games that are played in the country of choice
- Description of leisure activities and pastimes that people in that country engage in

Learning Outcome 6:

Explore the music, art and dance of a country or cultural community

Key Learning Points

- Description of the typical/traditional music that is played in the country of choice
- Description of the typical/traditional art of that country
- Description of the typical/traditional dance of the country

Learning Outcome 7:

Explain a range of terms to include terms such as equal opportunities, attitude, discrimination, stereotype, and prejudice

Key Learning Points

- Explanation of the term 'equal opportunities'
- Explanation of the term 'discrimination'
- Explanation of the term 'stereotype'
- Explanation of the term 'prejudice'
- Explanation of the term 'attitude'
- Discussion of the possible effects and implications of the above

Learning Outcome 8:

Respond appropriately to conventions of spoken and non-verbal language and codes of behaviour relevant to different intercultural situations

Key Learning Points

- A demonstration of understanding of how to respond appropriately to spoken and non-verbal communications of a country of choice
- A demonstration of understanding of how to respond appropriately to codes of behaviour of the country of choice

Learning Outcome 9:

Comment on a work of cultural output from the country or community to include a film, book, television programme, performance, work of art or design

Key Learning Points

- Choice of a film, book, television programme, performance, work of art or design of interest from that country
- Commentary on that piece of cultural output and opinion given on it

Learning Outcome 10:

Select topics for discussion of social, political, economic, scientific or cultural interest for a country or community

Key Learning Points

- Selection of a topic for discussion from either social, political, economic, scientific or cultural interest
- Demonstration of why that topic was chosen
- Effective discussion of selected topic

Learning Outcome 11:

Demonstrate respect for and an acknowledgement of cultural difference

Key Learning Points

- Identification of cultural difference
- Demonstrate respect for cultural difference by outlining how this difference would be dealt with

Learning Outcome 12:

Deal with communication lapses and their accompanying frustrations

Key Learning Points

- Identification of communication lapses
- Description of how these lapses can be dealt with in order to avoid frustrations

Learning Outcome 13:

Contrast living in Ireland with a range of countries and communities under at least three of the following headings: language, housing, education, living costs, lifestyles and religious beliefs and practices

Key Learning Points

- Selection of 3 countries with which Ireland will be contrasted
- Selection of 3 headings from the following list to contrast Ireland with:
- Language, housing, education, living costs, lifestyles, religious beliefs and practices
- Contrasts between Ireland and selected country

Learning Outcome 14: Provide examples of the main television stations, newspapers and prominent cultural figures to include, actors, writers, musicians, artists and sports stars of the country or community

Key Learning Points

- Identification of the main television stations of the country
- Identification of the main newspapers of the country
- Identification of prominent actors and examples of their work
- Identification of prominent writers and examples of their work
- Identification of prominent musicians and examples of their work
- Identification of prominent artists and examples of their work
- Identification of prominent sports stars and their career highlights

Learning Outcome 15: Examine the portrayal of the country and/or its culture in the Irish media.

Key Learning Points

- Source a newspaper/magazine article or current events tv programme feature on the country of choice
- Description of how the country is portrayed
- Opinion given of how the country is portrayed in Irish media

Assessment Specification

Award Title:	Cultural Studies
Award Type:	Minor
Framework Level:	4
Award Code:	4N3400
Credit Value:	10

Assessment	Duration	Assessment Details	Weighting	Stage at which assessment takes place
ASG	2 weeks	Research Assignment	40%	On completion of LOs 1, 2, 3, 4, 10, 13, 14
PR	Duration of the module	Research Project	60%	On completion of LOs 5, 6, 7, 8, 9, 11, 12, 15

ASG = Assignment PR = Project

Award Classifications

Grades	Standards
Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Suggested Learning Methodologies

- Classroom based
- Research- Library/Online
- Teamwork
- Role-play
- Debate

Specific Module Requirements

There are no specific requirements for this module.

Suggested Learning Resources

Access to computers, printer, photocopier, computer with Internet access
Access to atlases, books, magazines, newspapers

Recommended by: _____

Manager Training Policy Development and Support

Approved by: _____

Director Training Policy Development and Support