If you have suggested additions, or you find that some links are not working, please email [resourcelist@fess.ie](mailto:resourcelist@fess.ie)

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| **Minor Award Name** | **Cultural Studies** |
| **Minor Award Code** | **4N3400** |
| **Level** | **4** |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| What is culture | Online lesson | Definition of culture – short and accessible. Examines whether the concept of culture is societal or biological. | CliffsNotes (various teachers and professors) | [Culture: societal or biological?](http://www.cliffsnotes.com/study-guides/sociology/culture-and-societies/cultures-roots-biological-or-societal) |
| Explore different cultures | Online lesson | Clear concise definition of both culture and society. Outlines the societal aspects of culture and the institutions which are the tools by which cultural norms are passed down. | CliffsNotes (various teachers and professors) | [Definition of culture and society](http://www.cliffsnotes.com/study-guides/sociology/culture-and-societies/culture-and-society-defined) |
| Key concepts and terminology related to culture | Youtube video | This youtube video introduces 10 key terms clearly and concisely. It is only ten minutes long and uses data and infographics to explain and illustrate in a manner that is easily consumed and understood. | Matthew Wilkin | <https://www.youtube.com/watch?v=4rxiU826ysk> |
| Norms of cultural competence | Online course | Learn more about culture and how it is defined, its mores and norms, what differentiates cultures and what is common to all cultures. You will also learn how population and the environment are linked and the impact this can have on society. Gives a good overview of how cultures and societies evolve and change. | alison.com  Selection of contributing experts | <https://alison.com/courses/introduction-to-sociology-and-social-life> |
| Demonstrate respect for and acknowledgement of cultural difference | Resource pack | A resource which enables students to respect and celebrate diversity, to promote equality and challenge discrimination. This pack aims to create a learning environment which reflects and shows pride in the ethnic and cultural diversity that characterises Ireland today. It contains ideas for the multicultural classroom and multicultural assessment. | National Council for Curriculum and Development | [Diversity and Inclusion](http://ncca.ie/en/Curriculum_and_Assessment/Inclusion/Diversity_and_inclusion.pdf) |
| To consider religious, spiritual and cultural practices of ethnic communities. | Online articles | An exhaustive resource examining different religions around the globe from the more mainstream to cults and declarations of religious freedom. Is very broad so should be used when the student has identified the religion of the community or country they wish to consider. | Social Science Information System University of Amsterdam | <http://www.sociosite.net/topics/religion.php> |
| Social groups | Online articles | A massive online resource from Sociology.org.uk. Aimed at A level students it may be pitched a little high for Level 4 but is a good resource for the teacher. This link is accessible and clearly lays out the groups within society. | Chris Livesy | [Social Groups](http://www.sociology.org.uk/pathway2.htm) |
| Outline geographical features of a country or community including capital city, counties or provinces, main rivers, mountains, plains, population | Online articles | Varied resource which gives geographical facts relating to all the countries in the world as well as brief overviews of historical events within the countries. | Infoplease.com, Infoplease editorial team | <http://www.infoplease.com/countries.html> |
| Give 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 | Informational websites | All the major newspapers and broadcasters now keep websites that update the news, provide archival resources, and generate materials such as images that you can partially download. CNN does a good visual gallery and many provide you tube video clips. As such you will be able to research and find examples of the cultural figures of a country or community via these links. | BBC.com | [The BBC News](http://news.bbc.co.uk/) |
| [BBC News Africa](http://news.bbc.co.uk/2/hi/africa/default.stm) |
| [BBC News Americas](http://news.bbc.co.uk/2/hi/americas/default.stm) |
| [BBC News Asia-Pacific](http://news.bbc.co.uk/2/hi/asia-pacific/default.stm) |
| [BBC News Europe](http://news.bbc.co.uk/2/hi/europe/default.stm) |
| [BBC News Middle East](http://news.bbc.co.uk/2/hi/middle_east/default.stm) |
| [BBC News South Asia](http://news.bbc.co.uk/2/hi/south_asia/default.stm) |
| Times Newspapers Limited | [The Times](http://www.thetimes.co.uk/) |
| Guardian News and Media Limited | [The Guardian](http://www.guardian.co.uk/) |
| independent.co.uk | [The Independent](http://www.independent.co.uk/) |
| The New York Times Company | [The New York Times](http://www.nytimes.com/) |
| Bennett, Coleman & Co. Ltd | [The Times of India](http://timesofindia.indiatimes.com/) |
| The Middle East Times | [The Middle East Times](http://www.mideast-times.com/) |
| The Japan Times Ltd | [The Japan Times](http://www.japantimes.co.jp/) |
| themoscowtimes.com | [The Moscow Times](http://www.themoscowtimes.com/) |
| Examine the portrayal of the country and/or its culture in the Irish media. | Informational websites | Irish media resources. By accessing these resources the student will be able to examine the portrayal of the country or community in Irish media. | Rt.com | [RT News](https://www.rt.com/news/) |
| The Irish Times | [The Irish Times](http://www.irishtimes.com/) |
| Independent.ie | [The Irish Independent](http://www.independent.ie/) |
| For a country or cultural community:   * describe some typical dishes and drinks of a to include food for special festivities * Compile a list of public holidays to include a description of a specific public holiday and its customs * Outline a range of typical leisure activities to include sports, games and pass-times   Explore the music, art and dance of a country or cultural community | Informational website | Dishes and recipes from practically every country around the world. | bbc.com | <http://www.bbc.co.uk/food/> |
| Informational website | Here you will find up to date and interesting articles on a variety of topics relating to all aspects of countries of the world. It is easy to use and visually stimulating. It contains videos and pictures.  As each teacher/student will chose a different country/ culture and there are so many different aspects of the culture that they are required to look at I felt it more appropriate to bring them to the homepage as I cannot pre-empt what they may wish to research. | National Geographic | [National Geographic](http://www.nationalgeographic.com/) |
| Informational website | You will be provided with videos showing national dance and music as well as information regarding the provenance of some of the practises.  As each teacher/student will chose a different country/ culture and there are so many different aspects of the culture that they are required to look at I felt it more appropriate to bring them to the homepage as I cannot pre-empt what they may wish to research | National Geographic | [National Geographic](http://www.nationalgeographic.com/) |
| Deal with communication lapses and their accompanying frustrations Respond appropriately to conventions of spoken and non-verbal language and codes of behaviour relevant to different intercultural situations | Online article | Interesting article exploring aspects of culture and their effect on Communication. | Adam Cash | <http://www.dummies.com/how-to/content/human-differences-culture-gender-and-sexuality.html> |
| Online article | Simple guide to cross cultural communication. | Elizabeth Kuhnke | <http://www.dummies.com/how-to/content/communicating-across-cultures.html> |
| Online article | Article outlining the importance of cross cultural communication | Michelle Le Baron | <http://www.beyondintractability.org/essay/cross-cultural-communication> |
| Outline the key historical and current events for a country or community and their influence on the attitudes and opinions of that community | Online resources | Khan Academy is a wonderful online resource with interactive exercises and instructional videos. The student can create a dashboard to save what they have viewed and learn/ research at their own pace. It is free although you have to become a member. Easy to access all historical aspects of a countries’ history and the legacy of these events. | Khan Academy content specialists | <https://www.khanacademy.org/humanities/world-history> |
| 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 | Informational website | [The BBC News](http://news.bbc.co.uk/) website is now a major resource for teaching. Specifically, note the country profiles on each of the regional news sites at the BBC. Each country profile contains information useful for teaching, as well as links to major media of the respective country. This will enable the student to research topical works of art and culture. | bbc.com | [The BBC News](http://news.bbc.co.uk/) |
| Select topics for discussion of social, political, economic, scientific or cultural interest for a country or community | Online resource | This is a worldwide accredited resource with topics delivering information on just about everything. Its contributors include Pulitzer Prize winners and Nobel Laureates. | Britannica.com experts, scholars and contributors | <http://www.britannica.com/> |
| 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 | Informational website | The information contained here is excellent. It covers all aspects of life in Ireland. It is also possible then to search for the country you are contrasting with Ireland allowing you to compare the two. | Infoplease.com, Infoplease editorial team | <http://www.infoplease.com/country/profiles/ireland.html> |
| General Resources | Book | A Sociology of Ireland(4th Edition)  Excellent resource focusing on the Irish sociological perspective. It analyses Irish society and the cultural changes that have occurred post industrialisation, the effects of migration, social stratification and the changing hold of religion. Chapter 12 in particular looks at the idea of Irishness and Irish culture. | Gill and MacMillan  ISBN 978-0-7171-4210-1  Perry Share, Hilary Trovey & Mary P. Corcoran. | <http://www.gilleducation.ie/social-studies-uni/social-studies-uni/sociology-of-ireland-4th-edition> |
| Book | Sociology – A Global Introduction (5th Edition)    This book looks at the foundations of society and the layers which society is comprised of; culture, groups, interactions, media, the family, education, health, poverty, racism, urbanisation and ICT to highlight a few.  At the end of every Chapter it gives resources for further study: newspapers, websites, magazines and journals.  Chapter 5 focuses on Culture but for the tutor/ teacher/ lecturer the whole book is an invaluable resource as culture cannot be viewed or studied in isolation but must be contextual.  There is also an online resource with an instructor’s manual and PowerPoint lecture slides. | Pearson  ISBN 978-0-13-205158-3  John J Macionis & Ken Plummer | <http://www.pearsoned.co.uk/bookshop/detail.asp?WT.oss=sociology%20a%20global%20introduction&WT.oss_r=1&item=100000000301927> |
| <http://wps.pearsoned.co.uk/ema_uk_he_plummer_sociology_5/205/52631/13473673.cw/-/13473674/index.html> |
| DVDs | * Buena Vista Social Club   Ostensibly about the making of music in Cuba it conveys more about the culture.  Youth culture – language, values, symbols   * Rebel Without a Cause * Easy Rider * Heathers | Amazon.com | <http://www.amazon.com/> |
| Buena Vista Social Club | <http://www.buenavistasocialclub.com/> |
| Website | A range of books dealing with a myriad of pertinent issues depending on the country you have chosen. They start in price from £2.95 to £3.95. This is a link to a sample booklet from [Global Issues](http://www.global-issues.co.uk/titles.php) which examines the rise of political Islam, it includes maps and charts and is easy to use. | Global Issues website | <http://www.global-issues.co.uk/titles.php> |
| [Political Islam](http://www.global-issues.co.uk/title/065516) |
| Website | This site contains an atlas, an encyclopaedia, a dictionary. It derives from a radio show from 1938 and the content is written by experts rather than users. | Infoplease.com, Infoplease editorial team | <http://www.infoplease.com/countries.html> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| Ombudsman for Children | [www.oco.ie](http://www.oco.ie) Focusing on the rights of the child, different types of families, health wealth and materialism, Deprivation, Education and Leisure in Irish society. |
| Curriculum Development Unit | [www.curriculum.ie](http://www.curriculum.ie) |
| National Council for Curriculum and Assessment | [www.ncca.ie](http://www.ncca.ie) Guidelines for Intercultural Education |
| Irish Aid | [www.irishaid.gov.ie](http://www.irishaid.gov.ie) This website outlines the work of Irish Aid in developing countries particularly sub Saharan Africa. It enables the teacher to outline the global justice challenges facing our world and our responsibilities as global citizens.There are also suggestions with regard to engaging learners in interesting ways. |
| Quality and Qualifications Ireland (QQI) | <http://www.qqi.ie/> |
| Further Education Support Service (FESS) | [www.fess.ie](http://www.fess.ie) |
| Skillshare | <https://www.skillshare.com/> Online classes. |
| Salto Youth | <https://www.salto-youth.net/rc/cultural-diversity/about/topics/> |
| Spunout | <http://spunout.ie/about> Created by young people for young people focusing on mental health issues among others |
| Citizens Information Board | <http://www.citizensinformation.ie/en/> General information relating to the rights of citizens of Ireland |
| World Health Organisation | <http://www.who.int/en/> – directing and coordinating international health within the United Nations system |
| Trocaire | <http://www.trocaire.org/about/how-we-work> Catholic agency involved in combating poverty and engaging in human rights issues in over 20 countries throughout the world. |
| Afribiz Foundation | <http://www.afribiz.org/>To bring together people, organizations, and resources inside and outside Africa to create, nurture and grow a sustainable continental ecosystem, which is inclusive of those who live on and outside the African continent economically and socially, interdependent and fully engaged with the global economy, and promotes freedom and growth. |
| Concern | <https://www.concern.net/about>An international humanitarian organisation dedicated to tackling poverty and suffering in the world’s poorest countries. They work in partnership with the very poorest people in these countries, directly enabling them to improve their lives and to influence decisions made at a local, national and international level that can significantly reduce extreme poverty. |
| Public Broadcasting Service | <http://www.pbs.org/wgbh/frontline/> PBS is an independently operated non-profit organization and is the most prominent provider of television programs to public television stations in the United States, the Frontline section provides access to broadcasts relating to current affairs around the globe |
| NationMaster | <http://www.nationmaster.com/> A massive central data source and a handy way to graphically compare nations. NationMaster is a vast compilation of data from hundreds of sources. Using the forms below, you can get maps and graphs on all kinds of statistics with ease. A resource for country statistics on everything from obesity to murders. |
| New Internationalist | <http://newint.org/> focusing on social justice |
| United Nations Cyberschoolbus | <http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/research/cyberschoolbus> The United Nations information centre for students and teachers. |

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| **MOOCs (Massive Online Open Courses)** | |
| Free access to online courses  Search regularly for new courses and new start dates | <https://www.mooc-list.com/>  What is a MOOC?  <https://www.youtube.com/watch?v=eW3gMGqcZQc> |
| Free online courses unless certification is required. Has a special section for teachers with Flash testing and study groups. Easily accessible terminology for Level 4 student.  Online courses delivered mainly by Universities and Colleges worldwide.  Useful to search regularly for new courses and new start dates. Most courses are free. Charge often applies if assessment and certification is required.  Provides excellent CPD for individuals or resources that can support teaching and learning.  Specifically for teachers with great lessons and a lot of resources on Culture. | <https://www.mooc-list.com/> |
| <https://www.coursera.org/> |
| <https://www.udemy.com/> |
| <https://www.canvas.net/> |
| <http://www.lynda.com/nmhpexp4> |
| <http://www.extension.harvard.edu/?gclid=CKX586ur3MsCFeR82wodXrsFKg> |
| <https://www.uclaextension.edu/Pages/default.aspx> |
| <http://www.open.ac.uk/> |
| <https://alison.com/> |
| <http://www.skillsyouneed.com/> |
| <http://www.iitd.ie/EducationCPD/CPD.aspx> |
| <https://www.tes.com/institute/> |