

**Academic Year 2010/11**



**CGWS**

CENTRE FOR GENDER & WOMEN'S STUDIES

Trinity College Dublin

Course Handbook: M.Phil./Diploma  
Programme in Gender & Women's Studies



**'... feminist solidarity rooted in a commitment to progressive politics must include a space for rigorous critique, for dissent, or we are doomed to reproduce in progressive communities the very forms of domination we seek to oppose.'**

**bell hooks (1994) *Outlaw Culture* p.78**

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# **Student List**

## **2010/11 Students**

### **Diploma/M.Phil. Students**

1. Stephanie Barr
2. Anna-Lena Dube Fuller
3. Michelle Dumont
4. Diane Kelly
5. Mirissa Ladent
6. Kristen Mascia
7. Pauline McGlade
8. John McMahon
9. Sarah Ní Chorrágain
10. Anna-Joy O’Gorman
11. Denise Ryan
12. Kilda Taylor
13. Rebecca Traynor

### **M.Litt/Ph.D. Students**

1. Mary Bridgeman
2. Emer Delaney
3. Ross Higgins
4. Anna Lombardo
5. Deirdre O’Donnell
6. Claire Marie Quentin
7. Ailish Veale
8. Jane Williams

## CGWS Contact Information

**Postal Address:** Centre for Gender and Women's Studies  
School of Histories and Humanities  
20 Westland Row  
Trinity College  
Dublin 2

**Director (Temporary):** Dr. Kathleen McTiernan

**Office Phone:** (01) 896 3970

**Email:** [kathleen.mctiernan@tcd.ie](mailto:kathleen.mctiernan@tcd.ie)

**Director Office Hours:**  
Tuesday, 4 – 5pm or, by Appointment

**Course Tutor:** Marie Quentin

**Office Phone:** (01) 896 2871

**Mobile Phone:** 085 7881957

**Email:** [quenticm@tcd.ie](mailto:quenticm@tcd.ie)

**Course Tutor Office Hours**  
Thursday, 12pm – 2pm, or by Appointment

**Executive Officer:** Louise McCaul

**Office Phone:** (01) 896 2225

**Office Fax:** (01) 896 3997

**Email:** [cgws@tcd.ie](mailto:cgws@tcd.ie)

**CGWS Website:** <http://www.tcd.ie/cgws>

**Administrative Office Hours:**  
Monday – Friday, 9.30am – 1.00pm and 2.15pm – 4.30pm

## General Teaching Staff

Lecturer Name	Department	Email	Phone
Bacik, Prof Ivana	Law School, TCD	<a href="mailto:icbacik@tcd.ie">icbacik@tcd.ie</a>	896 2299
Cederman, Dr Kaye	CGWS, TCD	<a href="mailto:kayeceder@gmail.com">kayeceder@gmail.com</a>	n/a
Condren, Dr Mary	CGWS, TCD	<a href="mailto:mcondren@tcd.ie">mcondren@tcd.ie</a>	n/a
Cullen, Ms Mary	CGWS, TCD	<a href="mailto:mdcullen@eircom.net">mdcullen@eircom.net</a>	n/a
Dorcey, Ms Mary	CGWS, TCD	<a href="mailto:marybdorcey@hotmail.com">marybdorcey@hotmail.com</a>	n/a
Doyle, Prof Linda	Dept of Electronic & Electrical Engineering, TCD	<a href="mailto:linda.doyle@tcd.ie">linda.doyle@tcd.ie</a>	896 2567
Drew, Prof Eileen	Dept. of Statistics, TCD	<a href="mailto:eileen.drew@tcd.ie">eileen.drew@tcd.ie</a>	896 1322
Higgins, Mr Ross	CGWS, TCD	<a href="mailto:higginr@tcd.ie">higginr@tcd.ie</a>	n/a
Ingman, Dr Heather	CGWS, TCD	<a href="mailto:heather.ingman@dcu.ie">heather.ingman@dcu.ie</a>	n/a
Kilroy, Dr Phil	Dept. of History, TCD	<a href="mailto:kilroy@tcd.ie">kilroy@tcd.ie</a>	n/a
McGauran, Dr Anne Marie	National Economic & Social Forum	<a href="mailto:am.mcgaaran@nesf.ie">am.mcgaaran@nesf.ie</a>	n/a
McTiernan, Dr Kathleen	Director, CGWS, TCD (Temporary 2010/11)	<a href="mailto:kathleen.mctiernan@tcd.ie">kathleen.mctiernan@tcd.ie</a>	896 2947
O'Donnell, Ms Deirdre	CGWS, TCD	<a href="mailto:deirdre.odonnell@tcd.ie">deirdre.odonnell@tcd.ie</a>	896 4086
Torode, Ms Ruth	School of Social Work & Social Policy	<a href="mailto:rtorode@tcd.ie">rtorode@tcd.ie</a>	8961025
Valiulis, Dr Maryann	Director, CGWS, TCD (On leave 2010/11)	<a href="mailto:maryann.valiulis@tcd.ie">maryann.valiulis@tcd.ie</a>	896 1975
Williams, Ms Jane	CGWS, TCD	<a href="mailto:jwilliams@thesiagroup.com">jwilliams@thesiagroup.com</a>	n/a

## Useful TCD Contacts

**Accommodation Office**, West Chapel, Front Square, TCD.  
Ph: 896 1177  
Email: [residences@tcd.ie](mailto:residences@tcd.ie)

**Alumni & Proctors' Office**, House 5, Front Square, TCD.  
For information on commencement dates and procedures.  
Ph: 896 1448/ 1218/ 2744  
Email: [proctor@tcd.ie](mailto:proctor@tcd.ie)/ [alumni@tcd.ie](mailto:alumni@tcd.ie)

**Careers Advisory Service**, East Chapel, Front Square, TCD.  
Ph: 896 1721/1705  
Email: [careers@tcd.ie](mailto:careers@tcd.ie)

**Central Societies Committee**, College Societies, House 6, TCD.  
Ph: 896 2351/ 1827

**Day Nursery**, House 49-50, TCD.  
Ph: 896 1938/ 2277

**Disability Service**, Room 2054, Arts Building, TCD.  
Ph: 896 3111  
Email: [disab@tcd.ie](mailto:disab@tcd.ie)

**Graduate Students Union**, House 6, Front Square, TCD.  
Ph: 896 1169  
Email: [president@gsu.tcd.ie](mailto:president@gsu.tcd.ie)

**Graduate Studies Office**, Arts Building, TCD.  
Ph: 896 1166  
Email: [gradinfo@tcd.ie](mailto:gradinfo@tcd.ie)

**Information Systems Services**, Aras an Phiarsaigh, (beside the Beckett Theatre), TCD.  
Help Desk: Ph: 896 2000,  
Email: [helpdesk@tcd.ie](mailto:helpdesk@tcd.ie)

**International Student Affairs**, East House, Front Square, TCD.  
Ph: 896 3150/ 2011/4019/2683  
Email: [international@tcd.ie](mailto:international@tcd.ie)

**Library**  
Ph: 896 1127  
Email: [dutylibrarian@tcd.ie](mailto:dutylibrarian@tcd.ie)

**Trinity Sports Centre**  
Ph: 896 1812  
Email: [sport@tcd.ie](mailto:sport@tcd.ie)

**Student Records Office**, House 5, Front Square, TCD.  
Student ID Cards/Address Changes,  
Ph: 896 2037/ 2038  
Email: [records@tcd.ie](mailto:records@tcd.ie)

**Student Counselling Service**, 199-200 Pearse St, D2.  
Ph: 896 1407  
Email: [student-counselling@tcd.ie](mailto:student-counselling@tcd.ie)

**Student Health Service**, House No. 47, TCD.  
Ph: 896 1556/1591  
Email: [health.promotion@tcd.ie](mailto:health.promotion@tcd.ie)

For a full list of services log on to: [www.tcd.ie/services](http://www.tcd.ie/services)

## Support Structure

The aim of the M.Phil. programme is to provide a challenging yet supportive environment in which students can actively contribute to mutual learning and interact with all contributors to the programme. To facilitate your involvement, a number of resource people are available to you.

If you need to discuss any aspect of the course please do not hesitate to contact the Director of the Centre, Dr. Kathleen McTiernan. Dr. McTiernan, will be available for consultation on Tuesdays 4pm – 5pm during Michaelmas term (Hilary Term TBC), and by appointment. Her Office is Room No. 0.2. Please do not hesitate to set up an appointment with Dr. McTiernan (direct) at **(01) 896 3970** or by email **kathleen.mctiernan@tcd.ie**

Ms. Marie Quentin is Course Tutor and is available for consultation on Thursdays from 12 – 2pm. Please feel free to consult her on any academic issue arising from the course. Her office is Room No. 0.3. Her office phone is **(01) 8962871** and her email is [quenticm@tcd.ie](mailto:quenticm@tcd.ie). To contact Marie in an emergency, please contact her on her mobile: **085 7881957**.

The Administrative Office is in Room No. 2.2 and will be open from 9.30am -1.00pm and 2.15pm - 4.30pm, Monday to Friday.

Members of the M.Phil. staff based in College will also be available to discuss any matters pertaining to the course. Please set up an appointment with them directly. Contact email addresses are listed on p.6 of this handbook.

In Trinity term Dr. McTiernan will allocate you a dissertation supervisor drawn from the entire staff group contributing to the M.Phil. programme. Your supervisor will oversee the research and writing of your dissertation. Your supervisor and one other member of staff will act as internal examiners for your dissertation.

### Postgraduate Study Facilities

In addition to the Library and the CGWS seminar room, the 1937 Postgraduate Reading Room is available as a quiet place to study. The 1937 Reading Room is for the exclusive use of Postgraduate Students and you may access it 24/7 by using your student swipe card. There are computers with internet access in the main reading-room and in the basement. There are two black and white printers in the building.

## Important Dates

**Michaelmas Term:** *Monday 27th September – Friday 17th December, 2010*

Induction Meeting	Thursday, 23 <sup>rd</sup> September, 12 – 2.00pm (Seminar Room, CGWS)
Orientation Meeting for Generic Skills	Thursday, 23 <sup>rd</sup> September, 3 – 4.00pm (Room 4050B, Arts Block)
1st Day of Class	Monday, 27 <sup>th</sup> September
Essay 1 due	Tuesday, 14 <sup>th</sup> December, 12 noon

### **Reading Week**

The college reading week is from **Monday 8<sup>th</sup> - Friday 12<sup>th</sup> November.**

**NB:** It is at the discretion of individual lecturers to decide to either implement the reading week or to continue with the course. Should lecturers decide to teach during this time, attendance will be mandatory from all students enrolled on the specified course module.

**Hilary Term:** *Monday 17<sup>th</sup> January – Friday 8<sup>th</sup> April, 2011*

1st Day of Class	Tuesday, 18 <sup>th</sup> January
Essay 2 due	Tuesday, 18 <sup>th</sup> January, 12.00 noon
Dissertation Workshop	Monday, 7 <sup>th</sup> February, 10am-1pm, 2pm-4pm
Essay 3 due	Tuesday, 5 <sup>th</sup> April, 12.00 noon

### **Reading Week**

The college reading week is from **Monday 28<sup>th</sup> February - Friday 4<sup>th</sup> March.**

**NB:** It is at the discretion of individual lecturers to decide to either implement the reading week or to continue with the course. Should lecturers decide to teach during this time, attendance will be mandatory from all students enrolled on the specified course module.

**Trinity Term:** *Monday 18<sup>th</sup> April – Friday 13<sup>th</sup> June 2011\**

Essay 4 due	Tuesday, 26 <sup>th</sup> April, 12.00 noon
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\* Due to timetable commitments please be advised that it may be necessary for some courses to be scheduled after the official end of teaching term. Please consult individual course schedules for dates and times.

### **Summer Term**

Diploma Essay Due	Tuesday, 29 <sup>th</sup> July, 2011
Dissertation Due	Friday, 9 <sup>th</sup> September, 2011

# Programme Structure

The M.Phil./Diploma course in Gender and Women's Studies is a one-year full-time or two-year part-time course.

## Full Time M.Phil. / Diploma Course in Gender & Women's Studies

Students will take both required and mandatory courses during Michaelmas Term and required and optional courses during Hilary term (see page 16 for list of courses). During this time, all full-time students will complete four coursework essays. At the beginning of Trinity Term the Director, in consultation with the Course Tutor and the Advisory Board will meet to review student progress and to decide if the student is to proceed to the M.Phil. Degree or to a Diploma. Eligibility to proceed to the M.Phil. will include attaining a combined average grade of 50% across the four essays. The decision to proceed will be based not only on minimum requirements but also on other factors such as student preference and circumstances. The Advisory Committee does, however, reserve the right to make the final decision.

Those students who proceed to the M.Phil. will undertake a 15,000-20,000 word dissertation. During Trinity term students will commence regular meetings with their dissertation supervisors and will submit their completed dissertation in September. Those students who proceed to the Diploma will have tutorials in Trinity Term and complete an extended fifth essay, of approximately 5,000 words, in July 2010.

In order to be awarded the M.Phil qualification, students must be awarded a minimum grade of 50% (2:2) for their Dissertation. Students who are submitting an extended essay for the Diploma qualification should discuss grades and requirements with the Director and Course Tutor.

## Part Time M.Phil. / Diploma Course in Gender & Women's Studies

Students who enroll in a part-time M.Phil. in Gender and Women's Studies will follow the same course of study as full-time students but will do so over a two-year period completing five courses and two essays per year. During Trinity term of year one, they will begin preliminary research, including an annotated bibliography, for what will become either a substantial fifth essay or a dissertation.

At the beginning of Trinity Term, of year 2, the Director, Course Tutor and if required the Advisory Committee, will meet to review student progress and to decide if the student is to proceed to the M.Phil. Degree or to a Diploma. Eligibility to proceed to the M.Phil. will be the same as for the full-time M.Phil. student. Dissertations will be completed by the following September. The extended fifth essay, of approximately 5,000 words, will be completed by the end of July of the second year

## The M.Phil. Programme consists of the following elements:

### Introduction to Gender & Women's Studies

A discussion module, "Introduction to Gender & Women's Studies" is scheduled in Michaelmas Term on Tuesdays 10 – 11am and in Hilary Term on Tuesdays 12 – 1pm. The discussion session will provide a forum for the ongoing evaluation of the programme. Ms Marie Quentin will facilitate the discussion session in Michaelmas Term and Hilary term. All students are required to attend.

### Compulsory Courses

#### 1. Feminist Theories

This core course will introduce students to the key debates within feminist thought, with a specific focus on second wave feminism.

Lectures will explore the various schools of thought (radical, socialist, postmodern etc.) within Feminist Theory and use case studies of specific feminist issues. Students will be introduced to and analyse key texts and debates in the field.

#### 2. Research Design and Methodologies

This course is offered in Michaelmas term to assist students in utilising feminist methodologies in designing and implementing their research projects as well as in interpreting and evaluating their data.

### **3. Generic Research Skills**

This Course is offered throughout Michaelmas and Hilary terms and is organised by the School of Histories and Humanities. Sessions are scheduled throughout the week to allow flexibility so please refer to the separate Module Handbook (issued by the School of Histories and Humanities) for times and venues. All students must participate in this course.

#### **Mandatory/Optional Courses**

There are 3 Mandatory courses in Michaelmas term which you must attend. In Hilary term there are 4 Optional courses and you are free to choose which courses you will attend, provided you take a minimum of 3 optional courses. Once you have registered for a course you will be expected to commit to it for the duration of the term.

# Coursework and Essays

## Essays

You are required to **submit 4 essays in total**. Each Michaelmas/Hilary term Mandatory/Optional Course, as well as Feminist Theories and Research Design and Methodologies, will offer a choice of essay topics. **You may submit essays on any course, provided that your combined essays cover a reasonable range of topics.** Only one essay should normally be written per course. Two essays should come from courses taken during Michaelmas term and two essays from courses taken during Hilary term. Essays should be approx 3,000-3,750 words but please check with your course lecturer for specific details.

Essays should be printed (single sided. A4) in Times Roman font, 12pt, with 1.5 spacing between lines, leaving a 2.5 cm margin on both the left and right hand side of the page. Pages should be numbered consecutively at the centre of the bottom of the page, with page 1 commencing after the cover sheet. Please see Appendix A for a model of the required format of the coversheet, which is to be attached to the front of each essay.

Essays should include full references and a bibliography. Please consult with individual lecturers about preferred referencing systems. The bibliography must follow the standard academic format, listing all sources in alphabetical order by the surname of the author. It is essential that all visual and electronic sources are also listed. Please see the Dissertation Guidelines at the back of this handbook for reference examples.

Essays must be submitted before you begin active work on your dissertation. Submission of essays is spaced over the first two terms in order to obtain feedback from staff early in the year and to avoid a major accumulation of work. If an essay does not reach the minimum standard, the student will be offered the opportunity to revise and resubmit it within the agreed time limit. In exceptional circumstances, the Advisory Committee may consider allowing the student to submit an essay on a different topic in its place. In the case of a re-submit a percentage and grade will be given for the resubmitted essay, but the grade ultimately awarded will be "Pass". After the final essay has been submitted, students will be advised as to their eligibility to proceed toward writing their dissertation and the M. Phil. Degree.

**You may not directly reproduce any essay (or part thereof) within your dissertation. Should any of your essays relate to topics, literature or research that is used within your final dissertation it is essential that you consult your Dissertation Supervisor and the Director for guidance at the earliest opportunity. They will advise you on the suitability to proceed.**

## Essay Deadlines:

Essay 1	Tuesday, 14 <sup>th</sup> December, 2010
Essay 2	Tuesday, 18 <sup>th</sup> January, 2011
Essay 3	Tuesday, 5 <sup>th</sup> April, 2011
Essay 4	Tuesday, 26 <sup>th</sup> April, 2011

**Two copies of each essay must be submitted before 12.00 noon to the Administrative Office on their due date unless otherwise advised.**

*Delays in submitting coursework, except where you have a valid reason such as illness, will be taken seriously by staff and may debar you from proceeding with your dissertation. **If you anticipate a delay in submission it is essential that you consult the Director at the earliest opportunity.***

### **Dissertation:**

You are required to submit a short dissertation of approximately 15,000 – 20,000 words in length by the end of your year of study (or two years of study for part-time students).

In order to proceed to the dissertation stage it is essential that you attain an average grade of at least 50% across the four essays (see pg.14 for full details). The dissertation must be awarded a minimum of 50% (independently from any other grades attained) in order to receive a 'pass'. Please see pg.14 for full outline.

Dr. McTiernan will discuss initial ideas regarding your dissertation topics during the timetabled 'Introduction to Women's Studies' sessions. You will be expected to develop your ideas and investigate their feasibility over the next few months. During this time the Course Tutor will meet with you to discuss your progress. A Dissertation Workshop will take place on **Monday 8<sup>th</sup> February, 2011, 10am - 1pm, 2pm - 4pm**. This will provide a structured opportunity to present your outline proposal to staff and students for feedback. Each student should prepare a five minute presentation.

You will be expected to submit a written proposal to the Director before the end of Hilary term. Dr. McTiernan will allocate your dissertation supervisor in the beginning of Trinity Term. You will then be able to meet with your supervisor to discuss your proposal in more detail. It is the student's responsibility to arrange a schedule with their supervisor that will enable them to complete their dissertation by the deadline.

When considering your topic you are strongly advised to consult the list of staff research and supervision interests. If your area of interest falls outside of these topics please consult Dr. McTiernan for guidance.

### **Dissertation Deadline:**

Your dissertation will be due for submission on **Friday 9<sup>th</sup> September, 2011**. Extensions require payment of a second year's fee and should be avoided.

Essays are graded as follows:

<b>1st Class Honours, (1.1)</b>	<b>70-100%</b>
<b>2nd Class Honours, First Division (2.1)</b>	<b>60-69%</b>
<b>2nd Class Honours, Second Division (2.2)</b>	<b>50-59%</b>
<b>Pass (essays only)</b>	<b>40-49%</b>
<b>Re-Submit</b>	<b>Below 40%</b>

Dissertations are graded as follows:

<b>1st Class Honours, (1.1)</b>	<b>70-100%</b>
<b>2nd Class Honours, First Division (2.1)</b>	<b>60-69%</b>
<b>2nd Class Honours, Second Division (2.2)</b>	<b>50-59%</b>
<b>Re-Submit</b>	<b>Below 49%</b>

In the case of a re-submit a percentage and grade will be given for the resubmitted essay/dissertation, but the grade ultimately awarded will be "Pass".

\*Please note that students must achieve a combined average of 50% across the four essays in order to proceed to the dissertation; students must then achieve a minimum grade of 50% in their dissertation (independently from any other grades attained) in order to be awarded the M.Phil. qualification.

**Overall Distinction:**

A M.Phil student may graduate with a distinction if she/he receives a first on her/his dissertation and has a 2.1 average on the essays, including at least two essays with the grade of first.

**For general information on the format and presentation for the essays and dissertation, and for detailed information on grading please see section 'Dissertation Guidelines' and Appendix A-E at the back of this Handbook.**

## Dissertation Supervision:

Lecturer Name	Supervision Topics
Cederman, Dr Kaye	Contextualising women's lives in the 21st century; embodiment and hyperreality Mothering a child with special needs Feminist analysis of childhood as a contemporary phenomenon
Condren, Dr Mary	Gender, Religion and the Culture of violence Contemporary Feminist Theology and Philosophy Feminist Analysis of Celtic Mythology
Cullen, Ms Mary	Organised Irish Feminism 1860-1922
Drew, Dr Eileen	Gender Equality in the Professions/Labour Market Work/Life Balance/Parental and other leave Women, Work and Families
Higgins, Mr Ross	Gay & Lesbian Studies Feminist Theory Irish Politics
Ingman, Dr Heather	Nation and Gender in 20 <sup>th</sup> Century Irish Women's Writing Feminist Theory and 20 <sup>th</sup> Century Women's Writing in English Mothers and Daughters in Women's Writing
McGauran, Dr Anne Marie	Women and Public Policy in Ireland Women and Employment
McTiernan, Dr Kathleen	Psychology of Women and Perspectives on personhood Happiness Cognitive Decline in the Elderly Written Language Development and Disorders
O'Donnell, Ms Deirdre	Gender and Ageing Women and Ambition Research Methodologies
Torode, Ms Ruth	Mothering : Choices / Experiences / Representations Housework Domestic Violence Sexual Abuse
Valiulis, Dr Maryann	Women and Ambition Women and European History in the 20th Century Women in Irish History, especially 1920's and 1930's Masculinities
Williams, Ms Jane	Gender and Irish Politics

# **M.Phil Programme Overview**

**2010/11**

## **Michaelmas Term 2010**

### **Required Courses**

- Introduction to Women's Studies (Marie Quentin)
- Feminist Theories I (Ross Higgins)
- Research Design & Methodologies (Co-ordinator: Deirdre O'Donnell)
- Generic Research Skills (SHH)

### **Mandatory Courses**

- Organised Irish Feminism, 1860 – 1922 (Mary Cullen)
- Gendered Violence in the Social Imaginary (Dr. Mary Condren)
- Gender & Islam (Dr. Roja Fazaeli)

## **Hilary Term 2011**

### **Required Courses**

- Introduction to Women's Studies (Marie Quentin)
- Generic Research Skills (SHH)

### **Optional Courses (You are required to take 3 optional courses)**

- Gender and Politics (Jane Williams)
- Gender and Nation in Irish Writing (Dr. Heather Ingman)
- Gender and Globalisation (Dr. Kaye Cederman)
- The Psychological Development of Girls and Women (Dr. Kathleen McTiernan)

# Timetables

## Michaelmas Term 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00					
9:30					
10:00		<b>Introduction to Women's Studies</b> Marie Quentin		<b>Feminist Theories</b> Ross Higgins	
10:30					
11:00		<b>Organised Irish Feminism, 1860 – 1922</b> Mary Cullen			
11:30					
12:00					
12:30					
1:00	<b>Gender and Islam</b> Roja Fazaeli	<b>LUNCH</b>			
1:30					
2:00		<b>Gender and the Culture of Violence</b> Mary Condren		<b>Research, Design and Methodologies</b> Co-ordinator: Deirdre O'Donnell	<b>SHH Generic Research Skills</b> See Module Handbook for times and location
2:30					
3:00					
3:30					
4:00					
4:30					

## Hilary Term 2011

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00						
9:30						
10:00		<b>Gender and Politics</b> Jane Williams	<b>Gender &amp; Nation in Irish Writing</b> Heather Ingman			
10:30						
11:00						
11:30						
12:00		<b>Introduction to Women's Studies</b> Marie Quentin				
12:30						
1:00	<b>LUNCH</b>					
1:30						
2:00	<b>SHH Generic Research Skills</b> See Module Handbook for times and location		<b>The Psychological Development of Women and Girls</b> Kathleen McTiernan	<b>Gender &amp; Globalisation</b> Kaye Cederman		
2:30						
3:00						
3:30						
4:00						
4:30						

# **Course Outlines Michaelmas Term**

***(Mandatory Course)*****Hilary Term****Course Description:**

This course addresses the concept of gender in Islam from theological, historical, socio-political and legal perspectives. A broad range of topics including contemporary debates on identity, feminism and sexuality are covered. The changing discourse regarding construction of gender identities is explored through studies of women's movements in Muslim majority countries. This course encourages students to challenge stereotypes surrounding women's status in Islam by promoting lively debates and discussions.

**Learning Objectives and Outcomes:**

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

- Demonstrate an understanding of a broad range of topics including contemporary debates on identity, feminism and sexuality will be covered.
- Comprehend Islamic law and be able to discuss areas of Islamic law which are deemed discriminatory against women.
- Challenge stereo-types surrounding women's lives in Islam.
- Identify and debate women's movements in Muslim-majority countries.

**Course Structure:**

22 Hours of lectures

10 hours of film screenings (group viewings)

22 Hours of reading before classes (2 hours before each class)

**Week One, 27<sup>th</sup> September, 2010: Introduction**

**Week Two, 4<sup>th</sup> October, 2010**

**Week Three, 11<sup>th</sup> October, 2010**

**Week Four, 18<sup>th</sup> October, 2010**

**Week Five, 25<sup>th</sup> October, 2010**

**Week Six, 1<sup>st</sup> November, 2010**

**Week Seven, 8<sup>th</sup> November, 2010: Reading Week**

**Week Eight, 15<sup>th</sup> November, 2010**

**Week Nine, 22<sup>nd</sup> November, 2010**

**Week Ten, 29<sup>th</sup> November, 2010**

**Week Eleven, 6<sup>th</sup> December, 2010**

**Week Twelve, 13<sup>th</sup> December, 2010**

Dr. Fazaeli will provide you with recommended/core reading lists

*(Mandatory Course)*

### **Michaelmas Term**

#### **Aims, learning objectives and outcomes**

This course is based on the premise that if we are to make the best possible decisions today it is essential to know how we got to where we are now. The course aims to help students to:

- understand the nineteenth-century historical context within which some Irish women organised to bring about changes in laws, regulations and attitudes which seriously curtailed women's control over their own lives.
- understand the aims, organisation and achievement of Irish feminists over a period of sixty or so years from the 1860s to 1922.
- examine and discuss these aims and the thinking underlying them.
- consider the relevance of this knowledge to understanding today's feminist concerns and, in broader terms, the relevance of history to contemporary issues.

#### **Course Structure and Overview**

##### **Section 1: 1860-1900**

Organised action on issues of women's emancipation emerged in Ireland around the middle of the nineteenth century. This action was part of a wide-spread movement throughout Europe and in Britain, North America, Australia and New Zealand. The movement had its origins in growing claims that women as well as men should be respected and treated as autonomous human persons who had both the right and duty to control and determine the direction of their own lives. As part of this claim some women organised to challenge and remove a wide range of civil and political discriminations that limited women's freedom of decision and action. These emancipation campaigns were aimed at:

- Marriage:
  - a) The legal status of married women.
  - b) Married women's control of their own property
- Education.
- Employment.
- Sexual double standards.
- Politics; votes and eligibility for election for women in national and local politics.

Most of those active in emancipation campaigns in Ireland were middle-class Protestant women who were generally unionist in political sympathy. It appears that at this period nationalist and Catholic women were more likely to be active in nationalist politics. By the end of the nineteenth century the feminists had made considerable gains in many of their campaigns, though underlying concepts of different 'natures' and 'roles' for the sexes were harder to change.

##### **Section 2: 1900-1922**

This period saw Irish feminist action concentrating largely on the parliamentary vote. By now more nationalist and Catholic women were becoming involved in feminist campaigns. Irish women were also increasingly active in nationalist and unionist politics and these other affiliations created tensions for feminists as the struggle for Irish independence from Britain intensified. The first world war, 1914-18, also impacted on the suffrage campaign. After the war in 1918 women in Britain and Ireland gained a limited parliamentary vote, confined to women over thirty with a property qualification. In 1922 all women over twenty-one won the vote under the constitution of the new Irish Free State. The course assesses what had been achieved and looks

briefly at future developments.

### **Week One: Tuesday 28<sup>th</sup> September, 2010**

Current developments in writing women's history grew from the questions faced by the new phase of feminism which began in the western world around 1960. When feminists looked at the historical evidence they discovered, among other things, the women's emancipation campaigns of the 19th and early 20th centuries. We will consider some of the implications of this discovery, and look at the striking differences in the political, social and economic position of women and of men in the middle of the 19th century.

### **Week Two: Tuesday 5<sup>th</sup> October, 2010**

The women's emancipation campaigns emerged in many countries from circa 1840. The intellectual and philosophical context included the Enlightenment, the French Revolution, and Evangelical Religion, as well as the long-standing tradition of civic republican citizenship. A major factor in the economic and social context was the growth in numbers, wealth and political power of the middle classes. We will look briefly at early developments in other countries, in particular the United States and England. Ireland was part of the United Kingdom of Great Britain and Ireland, so that the position of Irish women was similar in many ways to those of women in Great Britain.

### **Week Three: Tuesday 12<sup>th</sup> October, 2010**

In this session we will look at the beginning of feminist organisation in Ireland and the involvement of Irishwomen in the Married Women's Property campaign and in the campaign to repeal the Contagious Diseases Acts. We will then follow the action in Ireland to upgrade girls' secondary education and to gain entry for women to university education. The latter culminated in the opening of Trinity College degrees to women students in 1904 and the full equality of women and men in the new National University of Ireland and Queen's University Belfast in 1908.

### **Week Four: Tuesday 19<sup>th</sup> October, 2010**

This session will follow the development of the women's suffrage campaign in Ireland up to 1900, by which time it had won women's right to vote and stand for election in most local government elections, but in parliamentary elections had not yet achieved even the vote. Meanwhile, nationalist women played a leading role in mainstream national politics in the Ladies' Land League 1881-2. The implications of this will be discussed.

### **Week Five: Tuesday 26<sup>th</sup> October, 2010**

In this session we will analyse what Irish feminists had achieved by the end of the nineteenth century, and then we will move into the twentieth century. Parliamentary suffrage was now the big campaigning issue and the Irish context was the cultural and political renaissance of the period, and the growing tension between nationalism and unionism. Inghinidhe na hEireann (Daughters of Ireland), the first autonomous nationalist women's organisation, was founded in 1900. New suffrage organisations were also set up, notably the 'militant' Irish Women's Franchise League in 1908.

### **Week Six: Tuesday 2<sup>nd</sup> November, 2010**

After the introduction into parliament of the third Home Rule Bill in 1912 suffragists had to aim at votes for women in both in the United Kingdom and in a new Irish parliament. Unionist and nationalist suffragists tried to maintain unity of action. When the male Home Rule leadership refused to include women's suffrage in the bill, the I.W.F.L. turned to militancy. Then, in 1914 the outbreak of the First World War added new complications. It made it difficult to maintain suffrage campaigning and raised further questions about priorities for feminists with different political allegiances. Cumann na mBan (the Women's Association) was set up in 1914 as an auxiliary to the nationalist Irish Volunteers. Nationalist-feminist women debated as to whether nationalism or feminism had prior claim to their allegiance.

## **Week Seven: 8-12<sup>th</sup> November 2010 : Reading Week**

### **Week Eight: Tuesday 16<sup>th</sup> November, 2010**

The World War gave Irish separatist nationalists an opportunity to rise against British rule in 1916, and their 1916 Proclamation included full citizenship for women. The 1916 rising was defeated and its leaders executed, but the aim of complete separation from England was carried on by an expanded Sinn Féin movement and endorsed by the Irish electorate in the 1918 general election. In this election women throughout the United Kingdom for the first time could vote and stand for election though both rights carried an age and property qualification.

### **Week Nine: Tuesday 23<sup>rd</sup> November, 2010**

The War of Independence began in 1919 and the main focus of Irish suffragists turned to achieving women's citizenship in whatever new Ireland would emerge. The 1922 constitution of the 26 county Irish Free State gave women full equality of citizenship, while women in the six county state of Northern Ireland had to wait until 1928. In this session we will make a first summing up of feminist aims and what had been achieved over the the period covered in the course.

### **Week Ten: Tuesday 30<sup>th</sup> November, 2010**

In this session we will continue the discussion of what we have covered in the course. We will then look ahead briefly to developments in Irish feminism in the decades after 1922, and beyond that to the new phase of feminism which started in Ireland in 1970 and ask whether it continues today or has run its course. We will discuss what members of the group see as the main challenges facing women in Irish society today.

**Readings:** [\*\*\* after a title indicates that a copy of a book or a photocopy of an article is available in the Centre's office.]

#### **Books and articles that cover all or much of the course:**

##### **Articles:**

Cullen, Mary, 'Women, emancipation and politics 1860-1984', in J.R.Hill (ed.), *A New History of Ireland* vii pp 826-891. \*\*\*

'How radical was Irish feminism between 1860 and 1922?' in P.J.Corish (ed.), *Radicals, Rebels and Establishments* (Belfast: Appletree 1985), pp. 185-201. \*\*\*

##### **Books:**

Cullen Owens, Rosemary, 1. *Smashing Times, a History of the Irish Suffrage Movement 1879-1922* (Dublin: Attic Press 1984)

2. *A Social History of Women in Ireland 1870-1970*

(Dublin: Gill and Macmillan 2005)

Luddy, Maria, *Women In Ireland 1800-1918; a Documentary History* (Cork University Press 1995) \*\*\*

Ryan, Louise and Ward, Margaret (eds), *Irish women and the Vote: Becoming Citizens* (Dublin: Irish Academic Press 2007) \*\*\*

Ward, Margaret, *Unmanageable Revolutionaries; Women and Irish Nationalism* (Dingle, Brandon Press 1983)

##### **Broader Context: Europe, United States, Australasia**

Rendall, Jane, *The Origins of Modern Feminism: Women in Britain, France and the United States 1780-1860* (London: Macmillan, 1985).

Evans, Richard J., *The Feminists: Women's Emancipation Movements in Europe, America and Australasia 1840-1940* (London: Croom Helm, 1975). \*\*\*

##### **Irish Feminist Thought**

Ryan, Louise, *Irish Feminism and the Vote: An Anthology of The Irish Citizen newspaper 1912-1920* (Dublin: Folens, 1991)

Cullen, Mary, 1 'Suffrage, feminism and citizenship; a long dialogue', in Ryan and Ward, *Irish Women and the Vote: Becoming Citizens*, pp 1-20.

2. 'The potential of gender history', in Maryann G. Valuilis (ed.), *Gender and Power in Irish History Dublin*: (Irish Academic Press 2009), pp 18-38

### Useful further reading:

#### Books:

Luddy, Maria, *Women and Philanthropy in Nineteenth-Century Ireland* (CUP 1995). \*\*\*

Murphy, Cliona, *The Women's Suffrage Movement and Irish Society in the Early Twentieth Century* (New York: Harvester Wheatsheaf, 1989).

#### Articles:

Breathnach, Eibhlín, 'Charting New Waters: Women's Experience in Higher Education 1879-1910', in Mary Cullen (ed.), *\*Girls Don't Do Honours; Irish Women in Education in the 19th and 20th Centuries* (Dublin: WEB. 1987), pp 55-78.\*\*\*

O'Connor, Anne, 'The Revolution in Girls' Secondary Education 1860-1910', *ibid.*, pp 31-54. \*\*\*

Luddy, Maria, 'Prostitution and Rescue Work in 19th century Ireland', in Maria Luddy and Cliona Murphy (eds), *Women Surviving: Studies in Irish Women's History in the 19th and 20th Centuries* (Dublin: Poolbeg, 1990), pp 51-82. \*\*\*

Luddy, M., '\*Women and the Contagious Diseases Acts', *History Ireland* 1 (1993) \*\*\*

### Biographies: Also useful if you have time:

#### 1. Short studies in collections:

Dolores Dooley, 'Anna Wheeler (1785-1850)',  
Jacinta Prunty, 'Margaret Alyward (1810-1889)',  
Deirdre Raftery, 'Frances Power Cobbe (1822-1910)',  
Anne O'Connor, 'Anne Jellicoe (1823-1880)',  
Mary Cullen, 'Anna Haslam (1829-1922)',  
Maria Luddy, 'Isabella Tod (1836-1896)',  
Anne O'Connell, 'Charlotte Grace O'Brien (1845-1909)',  
Jane Coté and Dana Hearne, 'Anna Parnell (1851-1911)'.

The above are in M. Cullen and M. Luddy (eds), *Women, Power and Consciousness in 19th Century Ireland: Eight Biographical Studies* (Dublin: Attic Press 1995) \*\*\*

Theresa Moriarty, 'Mary Galway (1860-1928)',  
Rosemary Cullen Owens, 'Louie Bennett (1870-1956)',  
Medb Ruane, 'Kathleen Lynn (1874-1955)',  
Margaret Ward, 'Hanna Sheehy Skeffington (1877-1946)',  
Catherine Candy, 'Margaret Cousins (1878-1954)',  
Nell Regan, 'Helena Molony (1883-1967)',  
Damian Doyle, 'Rosamond Jacob (1888-1960)'.

The above are in M.Cullen and M. Luddy (eds)., *Female Activists: Irish Women and Change 1900-1960* (Dublin: Woodfield Press 2001). \*\*\*

#### 2. Full-length Individual Biographies:

Quinlan, Carmel. *Genteel Revolutionaries; Anna and Thomas Haslam and the Irish Women's Movement* (Cork University Press 2000) \*\*\*

McL. Coté, Jane, *Fanny and Anna Parnell: Ireland's Patriot Sisters* (Dublin 1991)

Ward, Margaret, . *Hanna Sheehy Skeffington: a Life* (Dublin, 1997)

*Maud Gonne; Ireland's Joan of Arc* (London 1990)

*In Their Own Voice: Women and Irish Nationalism* (Dublin 1995)

Cullen Owens, Rosemary, *Louie Bennett* (Cork UP 2001)

Haverty, Anne, *Constance Markievicz; Irish Revolutionary* (London 1988)

Mulvihill, Margaret, *Charlotte Despard; a Biography* (London 1989)

# Gendered Violence in the Social Imaginary: Politics, Myth and Religion

## Dr Mary Condren

(Mandatory Course)

### Michaelmas Term

#### **Aims, learning objectives and outcomes**

The course will enable participants to do the following:

- Become aware of traditional and feminist critical approaches to the social imaginary as expressed in myth, religion, and political mythology
- Assess traditional approaches to the social imaginary from anthropology, hermeneutics, and critical theory
- Understand the significance of contemporary feminist contributions such as those of Peggy Reeve Sanday's critical anthropological approach to contemporary constructions of subjectivity
- Better appreciate the continuity between traditional and contemporary forms of gendered hegemony, patriarchal representation and the legitimization of patriarchal attitudes and social structures through sociological, anthropological, psychoanalytic, and theological sources
- Critique such patriarchal hegemony in diverse media and to develop a critical approach to contemporary reconstructions of historical events such as the upcoming commemorations of the First and Second World Wars and the Easter Rising of 1916.

#### **Course Structure and Overview**

A single photocopy of each required reading will be made available to the class for further copying and distribution. These will be held in the CGWS office. Electronic sources will also be made available. The following outline may change as participants' needs and interests emerge during the course. The course will comprise a mixture of lectures, seminars and discussions. Essays for this course are welcome, but not essential to participation. Required readings will be indicated in advance of each session. A fuller bibliography will be made available online for each topic.

#### **Week One: September 28<sup>th</sup> : Myth and Method**

Through a study of Aeschylus' *Eumenides* how can we analyse the gendering of the social contract? Intending participants are asked to read the online version of *Eumenides* in advance of the first meeting, either in hard copy (in Centre's folders) or online. [http://records.viu.ca/~johnstoi/aeschylus/aeschylus\\_eumenides.htm](http://records.viu.ca/~johnstoi/aeschylus/aeschylus_eumenides.htm). (It can also be found on other websites).

#### **Week Two: October 5<sup>th</sup> 2010: Method, Cause, and Imaginary**

How do we surmount simplistic theories of the *causes* of social violence or gendered inequality, by developing feminist approaches to the social imaginary derived from cultural anthropology.

Joshua Goldstein, *War and Gender* (Cambridge: Cambridge University Press, 2001). The first chapter of the book is reproduced on this site. [www.warandgender.com](http://www.warandgender.com).

Sanday, Peggy Reeves, (1981) *Female Power and Male Dominance: On the Origins of Sexual Inequality* (Cambridge University Press), pp. 163-231

Sanday, Peggy Reeves, *Fraternity Gang Rape*, pp. 129-147, 180-197.

Sanday, Peggy Reeves, (1986) *Divine Hunger: Cannibalism as a Cultural System*, (Cambridge University Press). pp. 3-58

#### **Week Three: October 12<sup>th</sup> 2010**

Drawing on contemporary philosophy and anthropology we will interrogate various means of assessing the benevolence or malevolence of cultural imaginaries.

Bourdieu, Pierre and Loïc Wacquant, 2004 "Symbolic Violence," in *Violence in War and Peace*. Eds. Nancy Scheper-Hughes and Philippe Bourgois, pp. 272-274. Oxford: Blackwell Publishing. (TR) 301.63. P42

Bourdieu, Pierre, *Masculine Domination* (Cambridge, Polity, 2001)

Dunning, Stephen, "History and Phenomenology: Dialectical Structure in Ricoeur's "The Symbolism of Evil" *Harvard Theological Review* Vol. 76, No. 3. (Jul., 1983), pp. 343-363. (Online copy)

Geertz, C. (1975) "Religion as a Cultural System," in *The Interpretation of Cultures*, London: Hutchinson, pp. 87-125.

Kearney, Richard, "Dialogue with Paul Ricoeur," in *Dialogues with Contemporary Continental Thinkers: The Phenomenological Heritage* (Manchester University Press, 1984), pp.15-45

Rey, Terry, "Using Bourdieu to Interpret Religion: Applications and Limitations," in *Bourdieu on Religion: Imposing Faith and Legitimacy* (London: Equinox, 2007), pp.107-131

#### **Week Four: October 19<sup>th</sup> 2010**

The patriarchal discourses of the Easter Rising of 1916, and the First World War.

Condren, Mary, 1995, "Sacrifice and Political Legitimation: The Construction of a Gendered Social Order", *Journal of Women's History* vol. 6 no. 4 vol. 7. no. 1 (Winter/Spring).

Fussell, Paul, *The Great War and Modern Memory* (Oxford University Press, 1975).

Kramer, Alan *Dynamic of Destruction: Culture and Mass Killing in the First World War* (Oxford University Press, 2007).

Kearney, Richard, "Myth and Terror," *Crane Bag Book of Irish Studies* ed. Richard Kearney and Mark Hederman, (Dublin: Blackwater Press, 1982).

O'Leary, Joseph, "The Riddle of Sacrifice," in *Crane Bag Book of Irish Studies* ed. Richard Kearney and Mark Hederman, (Dublin: Blackwater Press, 1982).

Shaw, Francis S.J. "The Canon of Irish History—a Challenge," *Studies* vol. 61, no. 242 (Summer, 1972), pp.113-153.

#### **Week Five: October 26<sup>th</sup> 2010**

Critiquing the Construction of the Sacrificial Social Contract achieved through war.

Jay, N. (1985) 'Sacrifice As Remedy for Having Been Born of Woman' in Atkinson, C. Buchanan, C. and Miles, M. (eds) *Immaculate and Powerful*, Boston: Beacon Press, 283-309

Koeningsberg, Richard, *Nations Have the Right to Kill* (Online Copy)

Theweleit, Klaus, 1987, *Male Fantasies: Women, Floods, Bodies, History* trans. Stephen Conway in collaboration with Erica Carter and Chris Turner, Cambridge, UK: Polity Press.

Theweleit, Klaus. 1993. "The Bomb's Womb and the Genders of War: War Goes On Preventing Women From Becoming The Mothers of Invention," in Cooke, Miriam and Woollacott, Angela eds. *Gendering War Talk*. New Jersey: Princeton University Press, pp.283-315.

#### **Week Six: November 2<sup>nd</sup> 2010**

Reviewing the adequacy or inadequacy of psychoanalytic approaches to war.

Alford, Fred, "Melanie Klein and the "Oresteia Complex: Love, Hate, and the Tragic Worldview" in *Cultural Critique* no. 15. (Spring, 1990), pp.167-189).

Condren, Mary, (2006) "War, Religion, Gender and Psyche: An Irish Perspective," in *Holy War and Gender: 'Gotteskrieg' und Geschlecht*" eds. Christina von Braun, Ulrike Brunotte, Gabriele Dietze, Daniela Hrzan, Gabriele Jähnert, Dagmar Pruin, Centre for Transdisciplinary Gender Studies, Humboldt University, Berlin, New Brunswick, NJ, London: Transaction Publishers, pp. 143-177.

Condren, Mary, (2008/9) "Suffering into Truth: Constructing the Patriarchal Sacred," *Feminist Theology* Vol. 17 (3): 356-392. (2009) doi. 10.1177/0966735009102364  
Freud, Sigmund (1932), "Why War?" (Letter to Albert Einstein and League of Nations), in *Civilisation, War and Death: Sigmund Freud*, edited by John Rickman, London: Hogarth Press.  
Segal, Hanna, 1997 "From Hiroshima to the Gulf War and After," and "Silence is the Real Crime" pp.143-156 in *Psychoanalysis, Literature and War* ed. John Steiner. London: Routledge.

### **Week Seven: November 9<sup>th</sup> 2010**

Reading Week

### **Week Eight: November 16<sup>th</sup> 2010**

Is War Inevitable? Reviewing Societies of Peace

Goettner-Abendroth, Heide ed., *Societies of Peace: Matriarchies, past, present and future*. (Toronto Canada, Inanna Publications, 2009). (Selections to be announced)  
*Non-Killing anthropologies*: Online articles to be announced.  
Sanday, Peggy, *Women at the Centre: Life in a Modern Matriarchy* (Cornell University Press, 2002).  
Shan Shan Du, *Chopsticks Only Work in Pairs: Gender Unity and Gender Equality among the Lahu of Southwest China* (Columbia University Press, 2002).

### **Week Nine: November 23<sup>rd</sup> 2010**

#### **Gender, Religion, and Violence**

Adams, Carol J. and Marie M. Fortune eds. *Violence Against Women and Children: A Christian Theological Sourcebook* (New York: Continuum, 1995).  
Brock, Rita Nakashima and Rebecca Ann Parker, *Saving Paradise: How Christianity Traded Love of this World for Crucifixion and Empire* (Boston: Beacon Press, 2008).  
Brown, Joanne Carlson, and Carole R. Bohn *Christianity, Patriarchy and Abuse: A Feminist Critique* (New York: Pilgrim Press, 1989).  
Fortune, Marie, *Keeping the Faith: Questions and Answers for the Abused Woman* (San Francisco: Harper & Row, 1987).  
Goldenberg, Naomi, (recent unpublished articles).  
Starkey, Denise, *The Shame that Lingers: A Survivor Centred Critique of Catholic Sin-Talk*, (New York: Peter Lang, American University Studies, Series VII, Theology and Religion, 2009).

### **Week Ten: November 30<sup>th</sup> 2010**

Eroticising Domination: Feminist Critique of Pornography

Benjamin, Jessica, 1985, "Master and Slave: The Fantasy of Erotic Domination," in *Powers of Desire: the Politics of Sexuality* ed. Ann Snitow, Christine Stansell and Sharon Thompson, (New York: Monthly Review Press, 1985).  
———1988, *The Bonds of Love: Psychoanalysis, Feminism and the Problem of Domination* New York: Random House.  
Bond, Alma, 1981, "The Masochist is the Leader," *Journal of the American Academy of Psychoanalysis* vol. 9 no. 3 pp.375-389.  
Dworkin, Andrea, 1979, *Pornography: Men Possessing Women* New York: Putnam, 1979.  
Russell, Diana E. H. ed. 1993, *Making Violence Sexy: Feminist Views on Pornography* Buckingham: Open University.

**Week Eleven: December 7<sup>th</sup> 2010**

Feminist critics of war

Coleman, Mary, *Blood of the Beloved* (Lincoln, NE: iUniverse, 2007).

Thürmer-Rohr, Christina, 1991, *Vagabonding: Feminist Thinking Cut Loose* trans. Lise Weil, (Boston: Beacon Press). (Reflections from the daughter of a chaplain in Hitler's army).

Weil, Simone, *The Illiad: Poem of Might* (Various editions).

Woolf, Virginia, *Three Guineas* (Middlesex: Penguin).

**Week Twelve: December 14<sup>th</sup> 2010**

Constructing an adequate methodology for writing about the social imaginary and contemporary social and political issues.

(Compulsory Course)

**Michaelmas Term**      **Thursdays 10am – 12pm**

### **Aims, and Learning Objectives and Outcomes**

On completion of the module, students should be able to:

1. Demonstrate specialized and advanced theoretical knowledge and understanding of feminist theory
2. Analyse current debates within feminist theory, and gender theory more generally, exploring their significance for promoting equality between women and men
3. Apply knowledge and understanding from feminist theory and gender studies to a broader, interdisciplinary context.
4. Make informed judgements about the role of feminism, both in theory and practice, in promoting or inhibiting positive social change.
5. Reflect on the wider value and limits of feminist theory.
6. Communicate conclusions about feminist theory and practice, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.
7. Have the learning skills to be able to continue to study feminist theory in a largely self-directed or autonomous manner

### **Course Structure and Overview:**

The course will be divided into nine lectures over the course of the semester covering various branches of feminist thought and thematic areas of feminist scholarship.

### **Week One, Thursday 30<sup>th</sup> September, 2010: Introduction to Feminist Theory**

This lecture will give students an overview of the theoretical traditions within feminism. It will attempt to assess the strengths, limitations and interrelations of these theories.

#### Required Readings:

- Egeland, Cathrine (2004) 'What's Feminist in Feminist Theory', *European Journal of Women's Studies*, Vol. 11, No.2: 177-188
- Beasley, Chris (1999) *What is Feminism? An Introduction to Feminist Theory*. London: Sage (1-10)
- Lister, Ruth (2005) 'Being Feminist', *The Politics of Identity, Vol. VIII* a series edited by Richard Bellamy, Oxford: Blackwell.

#### Suggested Readings:

- Hartsock, Nancy C. M. (1998) *'The feminist standpoint revisited' and other essays*. Oxford: Westview. (on feminism and politics)
- hooks, b., (1983) *Feminist Theory: From Margin to Centre*. Boston: South End Press. (good overview of feminism as an egalitarian social movement)
- Jackson, S., and Jones, J., (1998) (eds) *Contemporary Feminist Theories*. Edinburgh: Edinburgh University Press.
- Jackson, S., et al., (1992) *Women's Studies: A Reader*. Hempstead: Harvester Wheatsheaf.
- Segal, Lynne (1999) *Why feminism? : gender, psychology, politics*. Cambridge: Polity Press; Oxford: Blackwell Publishers Ltd. Stacey, J., (1997) "Feminist Theory, capital F, capital T", in D. Richardson and V. Robinson *Introducing Women's Studies*, 2<sup>nd</sup> edition. Basingstoke: Macmillan.
- Tong, R., (1998 edition) *Feminist Thought: A Comprehensive Introduction*. London: Unwin.
- Walby, S., (1990) *Theorizing Patriarchy*. Oxford: Basil Blackwell

## Week Two, Thursday 7<sup>th</sup> October, 2010: Feminist Epistemology

The first lecture will look at the development of a specific feminist approach to research and ontology within the academy. It will examine how feminist approaches from different disciplines differ from other theories and epistemologies. Specifically the lecture will examine Standpoint theory as a mode of research.

### Required Readings:

- Harding, S. (1991) *Whose Science? Whose Knowledge?: Thinking from women's lives*. Milton Keynes: Open University Press. (chapter 5)
- Harding, S. , Norberg, K. 'New Feminist Approaches to Social Science Methodologies: An Introduction' in *Signs* Summer 2005, 2009-2015.

### Suggested Reading:

- Alcoff, Linda and Potter, Elizabeth (Eds.) 1993 *Feminist Epistemologies*. New York: Routledge.
- Byrne, Anne and Lentin, Ronit (Eds.) (2000) *(Re)searching Women: Feminist Research Methodologies in the Social Sciences in Ireland*. Dublin: Institute of Public Administration. (See chapter 1 especially, Introduction by Anne Byrne and Ronit Lentin.
- Card, Claudia. (1991) *Feminist Ethics*. Lawrence: University Press of Kansas.
- Code, Lorraine. (1991) *What Can She Know? Feminist Theory and the Construction of Knowledge*. Cornell Univ. Press.
- DeVault, M., (1990) 'Talking and Listening from a Woman's Standpoint; Feminist Strategies for Interviewing and analysis' *Social Problems* Vol. 37. No. 1: 96-116
- Harding, S., (ed.) (1987) *Feminism and Methodology*. Milton Keynes: Open University Press.
- Harding, Sandra and Uma Narayan, ed. (1998) *Border Crossings: Multicultural and Postcolonial Feminist Challenges to Philosophy 1*. Indiana University Press.
- Hill-Collins, Patricia (1990) *Black Feminist Thought*. New York. Unwin Hyman.
- Ingraham, Chrys (1994) 'The Heterosexual Imaginary' *Sociological Theory*, vol. 12, no.2: 203-219.
- Jaggar, Alison, ed., (1983) *Feminist Politics and Human Nature*. Rowman and Littlefield.
- Mitchell, J., and Oakley, A., (1985) (eds.) *What is Feminism?* London: Basil Blackwell.
- Oakley, Ann (2000) *Experiments in Knowing: gender and method in the social sciences*. Cambridge: Polity Press.
- Smith, D., (1987) *The Everyday World as Problematic*. Buckingham: Open University Press. (this book is on research methodology - a feminist view)
- Stanley, Liz and Sue Wise. (1993) *Breaking Out Again: Feminist Ontology and Epistemology*. London: Routledge, 1993.
- Walby, S., (1990) *Theorising Patriarchy*. London: Basil Blackwell.

## Week Three, Thursday 14<sup>th</sup> October, 2010: Radical Feminism

This lecture will examine the new vantage point regarding sex arising out of a gendered analysis. Radical feminism examines both the physical and psychological aspects of male domination and identifies the sex/gender order as the locus of this oppression. This lecture will attempt to tease out the implications and limitations of this position.

### Required Readings:

- De Beauvoir, Simone (1997 edition) *The Second Sex*. London: Vintage Press. Part VII Chapter 1, 'The Independent Woman'
- Rich, Adrienne, (2000) "Compulsory Heterosexuality and Lesbian Existence" in Wendy Kolmar and Frances Bartowski (Eds.) *Feminist Theory: A Reader*. Toronto: Mayfield.
- RADICALESBIANS, (2000) "The Woman Identified Woman" in Wendy Kolmar and Frances Bartowski (Eds.) *Feminist Theory: A Reader*. Toronto: Mayfield.

#### Suggested Readings:

- Butler, Judith. (1998) "Subjects of Sex/Gender/Desire" in Anne Phillips, ed., *Feminism and Politics*. Oxford: Oxford University Press.
- Millett, Kate, (1969) *Sexual Politics*. London: Rupert Hart Davis. (this is a classical work in the radical feminist tradition)
- Moane, Geraldine. (1999). Hierarchical Systems: Patriarchy and Colonialism. Chapter 2 in *Gender and Colonialism, a Psychological Analysis of Oppression and Liberation*. London: Macmillan. (written from an Irish perspective)
- Scott, S. and Morgan, D.H. (1993) *Body Matters: Essays on the Sociology of the Body*. London: Falmer. (chapter by David Morgan 'You too can have a Body like Mine')
- Segal, L., and McIntosh, M., (eds.) (1992) *Sex Exposed: Sexuality and the Pornography Debate*. London: Virago.
- Martindale, Kathleen. (1995) "What Makes Lesbianism Thinkable? Theorizing Lesbianism from Adrienne Rich to Queer Theory. In *Feminist Class and Sexuality*. Nancy Mandell. Toronto: Prentice-Hall.

#### Week Four, Thursday 21<sup>st</sup> October, 2010: Women's Bodies and Violence

This lecture will explore the conceptions of violence against women. Is violence against women just a series of individual acts, a systemic force in society or an issue of male socialisation. What is the role of the state, if any, in policing, punishing or legitimating phenomenon such as pornography and prostitution? Further what is the interrelationship between these activities and violence against women?

#### Required Readings:

- Boyle, Karen (2000) 'The Pornography Debates: Beyond Cause and Effect' *Women's Studies International Forum*, Vol. 23, No.2: 187-195
- Hearn, Jeff (1998) *The Violences of Men*. London: Sage. (Chapter 11, Key Issues for Theory, Policy, Politics and Practice)
- O'Connell-Davidson, J. (2002) 'The Rights and Wrongs of Prostitution' *Hypatia*, Vol. 17, No.2: 84-98

#### Suggested Readings:

- Barry, K. (1995). *Sexual Power*. Ch. 2. *The Prostitution of Sexuality*. New York University Press.
- Brownmiller, Susan. 1975. *Against Our Will*. Simon and Shuster.
- Bordo, Susan, (1993) - *Unbearable weight: feminism, Western culture, and the body*. London: University of California Press.
- Davis, Kathy (1997) (Ed.) *Embodied practices : feminist perspectives on the body /* London : Sage
- Eisenstein, Zillah R. (1988) *The female body and the law* Berkeley; London: University of California Press.
- MacKinnon, Catherine. (1987) "Sex and Violence: A Perspective" and "Not a Moral Issue" in *Feminism Unmodified*.
- Fawcett, Barbara (2000) *Feminist Perspectives on Disability*. Harlow: Prentice Hall.
- Kaufman, Michael (1998 edition) 'The Construction of Masculinity and the Triad of Men's Violence' in *Men's Lives*. Edited by Michael Kimmel and Michael Messner. Boston: Allyn and Bacon.
- Hesse-Biber, Sharlene (1996) *Am I thin enough yet? : the cult of thinness and the commercialization of identity* New York; Oxford : Oxford University Press
- Mahon, E., (1998) *Crisis Pregnancies*. Dublin: Government Publications.
- Working Party, (1996). *Report of the Working Party on the legal and judicial process for victims of sexual and other crimes of violence against women and children*. Dublin: Government Publications.
- Malson, Helen (1998) *The thin woman: feminism, post-structuralism and the social psychology of anorexia nervosa*. New York. Routledge.

- Scott, Sue and David Morgan (Eds) (1993) *Body Matters: essays on the sociology of the body*. London: Falmer Press.
- Ussher, Jane (1997) (Ed.) *Body talk: the material and discursive regulation of sexuality, madness, and reproduction*. London: Routledge.

### **Week Five, Thursday 28<sup>th</sup> October, 2010: Socialist Feminism**

This lecture will look at the interaction of socialist and Marxist theory with feminism. Drawing on the insights of radical feminism and classical Marxism it will examine the interaction of patriarchy and capitalism in the modern era. Dual Systems Theory will be used as the case study of analysis.

#### Required Readings:

- Hartmann, H. (2002) [1976]. "Capitalism, Patriarchy and Job Segregation by Sex". Jackson, S. and Scott, S. (Ed.'s) *Gender: a Sociological Reader*, London: Routledge.
- Fraser, N. (2000). "After the Family Wage: A Postindustrial Thought Experiment" in Hobson, B. (Ed.) *Gender and Citizenship in Transition*, London: Macmillan
- Fraser, N. (1995) "From Redistribution to Recognition: Dilemmas of Justice in a 'Post-Socialist' Age". *New Left Review*, 212: 68-93.

#### Suggested Reading:

- Barrett, M., (1980) (1990) *Women's Oppression Today*, London: Verso.
- Beechey, V., (1987) *Unequal Work*. London: Verso.
- Bickham Mendez, Jennifer. (2002) "Creating alternative from a gender perspective: transnational organising for maquila workers' rights in Central America" in Nancy Naples and Manisha Desai eds. *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*.
- Cockburn, Cynthia (1991) *In the Way of Women: Men's Resistance to Sex Equality in Organisations*. Basingstoke: Macmillan.
- Cockburn, Cynthia (1991) *Brothers : male dominance and technological change* New ed. - London : Pluto Press,
- Cockburn, Cynthia and Susan Omrod (1993) *Gender and technology in the making*. London : Sage,
- Collinson, David and Jeff Hearn (1996) *Men as managers, managers as men: critical perspectives on men, masculinities and managements* London: Sage.
- Delphy, C., (1984) *Close to Home: A Materialist Analysis of Women's Oppression*. London: Hutchinson.
- Eisenstein, Z., (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: The Monthly Review Press.
- Engels, F., (1972) *The Origins of the Family, Private Property and the State*. London: Lawrence Wishart.
- Fraser, N., (1989) *Unruly Practices: Power, Discourse and Gender in Contemporary Social Theory*. Minneapolis: University of Minnesota Press. (chapter on "Struggle over Needs: Outline of Socialist-Feminist Critical Theory of Late Capitalist Political Culture").
- Hartmann, Heidi\*, (1981) "The Unhappy Marriage of Marxism and Feminism", in L.Sargent (ed.) *Women and Revolution*. London: Pluto Press.
- Kuhn, A., and Wolpe, A.M., (Eds) (1978) *Feminism and Materialism*. London: Routledge and Kegan Paul.
- Mohanty, Chandra (2003) *Feminism Without Borders*. London and NC. Duke University Press
- Witz, Anne (1990) 'Patriarchy and the Professions: the gendered politics of occupational closure', *Sociology*, Vol. 24, No.4.
- Witz, Anne, (1992) *Professions and patriarchy*. London: Routledge.

## **Week Six, Thursday 4<sup>th</sup> November 2010: The Family**

This lecture will examine the role of the family in relation to the division of labour and care work. What types of work are commodified and why is the family excluded generally from this process? The case study for this will be the radical material analysis of Delphy and Leonard.

### Required Readings:

- Delphy, C., and Leonard, D., (1992) *Familiar Exploitation: A New Analysis of Marriage and Family Life*, Cambridge: Polity Press.
- Tronto, Joan C. (2002) 'The 'Nanny' Question in Feminism', *Hypatia*, Vol. 17, No. 2: 34-51.

### Suggested Readings:

- Barrett, M., and McIntosh, M., (1992) *The Anti-Social Family*. London: Verso.
- Bartolaia Silva, E., (1996) *Good Enough Mothering? Feminist Perspectives on Lone Motherhood*. London: Routledge
- Brink, Henrietta Maassen Van Den (1994) *Female labor supply, child care and marital conflict: an empirical analysis*. Amsterdam : Amsterdam University Press,
- Weeks, Jeffrey and Holland, Janet (1996) *Sexual Cultures: Communities and Intimacy*. London: Macmillan. (Duncombe, Jean and Marsden, Dennis 'Whose Orgasm is This Anyway?')
- Engels, F., (1972) *The Origins of the Family, Private Property and the State*. London: Lawrence Wishart.
- European Commission (2000) Gender use of time: three European studies. - Luxembourg: Office for Official Publications of the European Communities, 2000. - (Employment & social Affairs, see the Official publications section of the library)
- Langford, Wendy (1999) *Revolutions of the Heart: Gender, Power and the Delusions of Love*. London: Routledge.
- McCullagh, Ciaran - A tie that blinds : family and ideology in Ireland (see Photocopy section of the library)
- Pahl, Jan, (1989) *Money and Marriage*. - Basingstoke: Macmillan.

## **Week Seven, Thursday 11<sup>th</sup> November 2010: Reading Week**

## **Week Eight, Thursday 18<sup>th</sup> November 2010: Postmodernist and Poststructuralist**

### **Feminism**

Post-modernist and post-structuralist feminists have played a central role in challenging the idea of 'woman' as a homogenous category. The lecture will focus on the diversity within and between (women as) subjects and on the diversity in forms of power.

### Required Readings:

- Beasley, Chris (1999) *What is Feminism? An Introduction to Feminist Theory*. London: Sage. (Chapter 7, Postmodernist and Post-Structuralist influences, pages 81-100)
- Butler, J. (1997) 'Merely Cultural' *Social Text*, No. 52/53: 265-277
- Fraser, N., (1997) 'Heterosexism, Misrecognition and Capitalism: A Response to Judith Butler' *Social Text*, 52/53:279-289

### Supplementary Reading:

- Cosgrove, Lisa (2003) 'Feminism, Postmodernism and Psychological Research', *Hypatia: a journal of feminist political philosophy*, Vol. 18, No. 3.

### Suggested Readings:

- Butler, Judith (1995) 'Contingent Foundations: Feminism and the Question of the Postmodern' in Benhabib, Seyla et al., *Feminist Contentions*. New York: Routledge.
- Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge.
- Butler, J., (1993) *Bodies that Matter*. New York: Routledge.
- Irigaray, L. (1985) *This Sex which is not One*. Ithaca, NY: Cornell University Press.
- Jackson, S., (1999) *Heterosexuality in Question*. London: Sage.
- Shildrick, Margrit. (1997) *Leaky bodies and boundaries: feminism, postmodernism and (bio)ethics*. London: Routledge.
- Shildrick, Margrit (2002) *Embodying the Monster: encounters with the vulnerable self*. London: Sage.
- Tseëlon, Efrat. (1995) *The Masque of femininity: the presentation of woman in everyday life*. London: Sage.
- Wendell, Susan (1996) *The rejected body: feminist philosophical reflections on disability*. New York: London; Routledge.

### Week Nine, Thursday 25<sup>th</sup> November: Masculinity

This lecture will attempt to give students an overview of the development of critical analysis around masculinity. How masculinity and femininity are constructed, the patriarchal dividend, and hegemonic masculinity will all be examined. Finally this lecture will look at the crisis tendencies in the gender order and pose some questions about the future of gender relations.

#### Required Reading:

- Hearn, Jeff (2004) 'From hegemonic masculinity to the hegemony of men', *Feminist Theory*, Vol., 5, No. 1: 49-72.
- Connell, R. (1995). *Masculinities*, Oxford: Polity Press. (Chapter 1)
- Connell, R. (1995). *Masculinities*, Oxford: Polity Press. (Chapter 3)

#### Suggested Reading:

- Beasley, C. (2005). *Gender and Sexuality: Critical Theories, Critical Thinkers*, London: Sage Publications. (Part 3)
- Connell, R.W. (1987) *Gender and Power*. Cambridge: Polity Press. (chapter 5)
- Connell, Robert W. (2000) *The Men and the Boys* (Cambridge: Polity Press).
- Digsby, Tom (ed) (1998) *Men Doing Feminism*. New York: Routledge.
- Hearn, Jeff (2001) *Gender, sexuality and violence in organizations: the unspoken forces of organisations* London: Sage.
- Hearn, Jeff (1998) *The violences of men: how men talk about and how agencies respond to men's violence*. London : Sage
- Kimmel, Michael, and M. Messner (2001) *Men's Lives*. New York. Allyn and Bacon.
- Kimmel, Michael S. (2000) *The Gendered Society*. New York; Oxford: Oxford University Press.
- Clare, A., (2000) *On Men: Masculinity in Crisis*. London: Chatto and Windus.
- Mirza, Heidi (1992) *Young, Female and Black*. London: Routledge.
- O'Connor, Pat (1998) *Emerging Voices*. Dublin: IPA. (chapter 3, Concepts of Womanhood)
- Walkerdine, Valerie, (1989) *Democracy in the kitchen : regulating mothers and socialising daughters*. London: Virago, 1989.
- Walkerdine, Valerie, (2001) *Growing up girl: psychosocial explorations of gender and class*. Basingstoke, Palgrave.

### Week Ten, Thursday 2<sup>nd</sup> December: Postcolonial Feminism & the Politics of the Veil

The lecture will look at the development of non-western perspectives in feminist theory such as postcolonial feminism and third world feminism. It will explore the criticisms of western feminism around the diversity of women's experience and historical context. The case study for this lecture will be the politics of women wearing the veil.

Required Readings:

- Amos, Valerie and Parmar, Pratibha, (2005) 'Challenging Imperial Feminism' in *Feminist Review*, Vol. 80, 66-63.
- Ho, Christina, (2007) 'Muslim women's new defenders: Women's rights, nationalism and Islamophobia in contemporary Australia' in *Women's Studies International Forum*, Vol. 30, 290–298.

Suggested Readings:

- Mohanty, Chandra (2003) *Feminism Without Borders*. London and NC. Duke University Press.
- Scott, Joan Wallach (2007) *The politics of the veil*. Princeton. N.J.; Woodstock: Princeton University Press.
- Sunder Rajan, Rajeswari (1993) *Real and imagined women: gender, culture, and postcolonialism*. London: Routledge.
- Spivak, Gayatri Chakravorty (1999) *A critique of postcolonial reason: toward a history of the vanishing present*. Cambridge, Mass.; London: Harvard University Press.
- Mohanram, Radhika (1999) *Black body: women, colonialism, and space*. Minneapolis; London: University of Minnesota Press.
- Sunder Rajan, Rajeswari (1993) *Real and imagined women: gender, culture, and postcolonialism*. London: Routledge, 1993.
- Chandra Talpade Mohanty, Ann Russo, Lourdes Torres. (Eds.) (1991) *Third World women and the politics of feminism*. Bloomington: Indiana University Press.
- Jayawardena, Kumari (1995) *The white woman's other burden: Western women and south Asia during British colonial rule*. New York; London: Routledge.
- Narayan, Uma (1997) *Dislocating cultures: identities, traditions, and Third-World feminism*. New York: Routledge.
- Phizacklea, Annie (1994) 'A Single or Segregated Market? Gendered and Racialised divisions' in H. Afshar and M. Maynard (Eds.) *The Dynamics of 'Race' and Gender*. London: Taylor and Francis.

(Compulsory Course)

**Michaelmas Term****Aims, learning objectives and outcomes:**

The course aims to enable students to:

- Appreciate the range of purposes of research and the rationale for design in research projects
- Understand the challenges which feminist methodologies poses for traditional research techniques
- Be aware of the advantages and limitations of a range of approaches in research topics relevant to women's studies
- Be aware of sampling strategies, methods of data collection and sources of data and to be able to evaluate reported research especially in topics relevant to Women's Studies
- Be cognisant of the roles of interpretative paradigms and theories of meaning in analysing data
- Design and implement a research project in topics relevant to Women's Studies

Some of the reading material will be available from the main office. Remaining material will need to be accessed independently.

**Course Outline:****Week One, Thursday 30<sup>th</sup> September 2010, 2-4 pm: Introduction to feminist research design and methodologies**

**D O'Donnell**

The objective of this class is to provide an overview and discussion of the stages involved in planning a research project. These stages include:

- Defining the research question
- Undertaking a literature review
- Deciding a theoretical framework
- Determining the research design
- Collecting data
- Analysing data
- Interpreting the results
- Report writing

**Required Reading:**

Caroline Ramazanoglu with Janet Holland (2002) *Feminist methodology: Challenges and Choices*, Chapter 8

Babbie, Earl. (2007) *The Practice of Social Research*, Chapter 2 and Chapter 4

**Recommended Reading:**

Paul Oliver (2004) *Writing Your Thesis*, Sage, London

Bell, J. *Doing your Research Project*, Open University Press, 1989 or later Ed.

Babbie, Earl. *The Practice of Social Research*, Belmont. 2007 or later Ed.

Caroline Ramazanoglu with Janet Holland (2002) *Feminist methodology: Challenges and Choices*, Sage, London

Bart, Jody (1998) *Feminist Theories of Knowledge: The Good, The Bad, and The Ugly* (Website: <http://www.dean.sbc.edu/bart.html>)

**Week Two, Thursday 7<sup>th</sup> October 2010, 2-4 pm: Is there a feminist method? An introduction to feminist empiricism, standpoint epistemology and the postmodern challenge**  
**Dr. E Kvist**

**Required Reading:**

Ramazanoglu, Caroline with Janet Holland (2002) *Feminist Methodology: challenges and choices, chapter 2, 3 and 4*

**Recommended Reading:**

Collins, Patricia Hill. "Comments on Hekman's 'Truth and Method: feminist Standpoint Theory Revisited': where's the Power?" *Signs: Journal of Women in Culture and Society* vol .22 pp. 375-381 1997

Haraway, Donna. "Situated Knowledge; the Science Question in feminism and the Privilege of Partial Perspective." *Feminist Studies* vol 14 pp. 575-599 1988

**Week Three, Thursday 14<sup>th</sup> October 2010, 2-4 pm: Who can be a knower and who speaks for whom? Understanding reflexivity and power in feminist methods.**

**Dr. E Kvist**

**Required reading:**

Ramazanoglu, Caroline with Janet Holland (2002) *Feminist Methodology: challenges and choices, chapter 5, 6 & 7*

**Recommended Reading:**

Hawkeworth, Mary "Knowers, Knowing, Known: Feminist Theory and Calim to Truth" *Signs: Journal of Women in Culture and Society* vol. 14 pp 533-547 1989

Mohanty, Chandra Talpede. "Under Western Eyes" *Revisited: feminist Solidarity through Anticapitalist Struggles.* *Signs: Journal of Women in Culture and Society* vol. 28 pp 499-535 2003

**Week Four, Thursday 21<sup>st</sup> October 2010, 2-4 pm: Women's experiences as a research problem**

**Dr. AM McGauran**

**Required Reading:**

**Spatial ability:**

'Women have the last laugh', 24-7, *Irish Independent*, 14 August 2002

**Airbags**

'Building a safer airbag', at <http://autos.msn.com/advice/article.aspx?contentid=9698&src=News>

**Medical tests**

*Science policies in the European Union: Promoting excellence through mainstreaming gender equality*, European Commission, DG Research, 2000

Women's Health Council (2005), 'Gender, a key health determinant – the implications for health policy. Case study on cardiovascular health', *Administration*, 53 (2)

Women's Health Council (2005) *Women and cardiovascular health*, Dublin

'Aspirin cuts risk of stroke in women', *Irish Times*, 8 March 2005

**Poverty**

National Women's Council of Ireland (c.2000) *Out of sight: the hidden poverty of women*, Dublin

David Rottman (1994) *Income distribution within Irish households*, Combat Poverty Agency, Dublin

Brian Nolan and Dorothy Watson (1999) *Women and poverty in Ireland*, Dublin, Combat Poverty Agency

## **Housing**

Dublin City Council and the Housing Unit (2002) *Profile of households accommodated by Dublin City Council: Analysis of socio-demographic, income and spatial patterns, 2001*, Dublin

## **Fight or flight**

Shelly E Taylor et al (2000) 'Biobehavioural responses to stress in females: tend-and-befriend, not fight-or-flight', *Psychological Review*, Vol 107, pp. 411-429

## **Absenteeism**

'Not working in Ireland' – paper presented by Claire Murphy, Ph D student at University of Limerick, at Employment Research Centre symposium on Working in Ireland, 1 July 2003, Trinity College Dublin

## **Week Five, Thursday 28<sup>th</sup> October 2010, 2-4 pm: Feminist methodological approaches Dr AM McGauran**

### **Required Reading:**

McGauran, A M (2005) 'The experience of gender mainstreaming the National Development Plan' *Administration, Special edition on gender proofing*, vol 53 (2)

McGauran, A M & Crowley, N (2005) 'Gender mainstreaming in Ireland – the past and the future' *Administration, Special edition on gender proofing*, vol 53 (2)

McGauran, A M (2005) *Plus ça change? Gender mainstreaming of the Irish National Development Plan*, Studies in Public Policy series, no. 15, Dublin: Policy Institute, Trinity College

Also – *Journal of European Public Policy – special issue on Women, Power and Public Policy in Europe*, vol 7 (3), 2000

And – *Social Politics – special issue on Gender Mainstreaming*- vol 12 (3), 2005

Ann Oakley (1981/1990), 'Interviewing women: a contradiction in terms', in Helen Roberts (ed.) *Doing feminist research*, Routledge, London

Lorna McKee and Margaret O'Brien (1983) 'Interviewing men: taking gender seriously', in Eva Gamarnikow et al (eds) *The public and the private*, Heinemann, London

Anne Byrne (2000) 'Researching one an-other', in Anne Byrne and Ronit Lentin (eds) *(Re) searching women: feminist research methodologies in the social sciences in Ireland*, IPA, Dublin

Nicole Westmarland (2001) 'The quantitative/qualitative debate and feminist research: a subjective view of objectivity', *Forum for Qualitative Social Research*, 2 (1)

*Fathers matter: an account of how a parenting programme learnt about working with fathers*, (2002) North Western Health Board, Sligo

### **Generally:**

Joyce McCarl Nielsen (ed) (1990) *Feminist research methods: exemplary readings in the social sciences*, Westview Press, Boulder, CO

Caroline Ramazanoglu with Janet Holland (2002) *Feminist methodology: challenges and choices*, Sage, London

Shulamit Reinharz with the assistance of Lynn Davidman (1992) *Feminist methods in social research*, Oxford University Press, Oxford.

## **Week Six, Thursday 4<sup>th</sup> November 2010, 2-4 pm: Aspects of Feminist Biography Dr P Kilroy**

This seminar will examine the craft of researching and writing biography in the context of gender. Issues around choice of subject, quality of records and accessibility, and the motives for life-writing will be discussed, as well as the qualities needed in the biographer.

### **Required Reading:**

Margaret Attwood, *Negotiating with the Dead: A Writer on Writing*. CUP 2002

Bostridge, Mark, (ed.), *Lives for Sale. Biographer's Tales* (London, 2004)

France, Peter and St. Clair, William (eds), *Mapping Lives. The uses of Biography* (Oxford, 2002)

Gordon, Lyndall, *Lives like loaded guns. Emily Dickinson and her Family's Feuds* (Virago, 2010)

Helibrun, Carolyn, *Women's Lives. The view from the Threshold. Toronto 1999*  
Heilbrun, Carolyn, *Writing a Woman's Life* (Women's Press, 1989)  
Hamilton, Nigel, *Biography. A brief history* (Harvard, 2007)  
Lee, Hermione, *Biography. A very short introduction* (Oxford, 2009)  
Lee, Hermione, *Body Parts. Essays on Life-writing* (London, 2005)  
Lee, Hermione: Website: [www.hermionelee.com](http://www.hermionelee.com)  
Holroyd, Michael, *Works on paper. The craft of biography and autobiography* (London, 2002)  
Batchelor, John, *The Art of Literary Biography* (Oxford, 1995)

**Week Seven, 11<sup>th</sup> November 2010: READING WEEK (No classes)**

**Week Eight, Thursday 18<sup>th</sup> November 2010, 2-4 pm: Methods for Digital Humanities (Part 1)  
N Verges**

**General aims, learning objectives and outcomes for Methods for Digital Humanities course:**

- Consider transdisciplinarity and collaborative viewpoints and research methods
- Be aware of the advantages and limitations of digital research
- Explore the possibilities of methodological triangulation
- Be familiar with the use of technologies for research
- Appreciate the challenges for digital research when searching, analyzing and presenting information relevant to Women's Studies.

The first session aims to enable students to:

- Conduct Literature Reviews based on digital searching methods
- Explore digital tools for organizing references
- Be aware of the advantages and limitations of converting data into digital and collecting data through digital tools.
- Explore the possibilities of researching digital environments
- Appreciate digital tools for data storing and organizing

**Required Reading:**

Murthy, Dhiraj (2008). Digital Ethnography: An Examination of the Use of New Technologies for Social Research. *Sociology*, October 2008 vol. 42 no. 5837-855.  
<http://soc.sagepub.com/content/42/5/837.full.pdf+html>

**Week Nine, Thursday 25<sup>th</sup> November 2010, 2-4 pm: Methods for Digital Humanities (Part 2)  
N Verges**

The second session aims to enable students to:

- Explore software possibilities for qualitative analysis
- Prepare data for computer assisted analysis
- Appreciate the advantages and limitations of digital text analysis
- Be familiar with the possibilities of visualisation tools for research
- Explore digital possibilities for presenting information

**Required Reading:**

Humble, A. M. (2009). Technique triangulation for validation in directed content analysis. *International Journal of Qualitative Methods*, 8(3), 34-51. Retrieved October 12, 2009, <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/1480/5586>

**Additional links for consultation:**

<http://digitalhumanities.org/>

<http://dho.ie/>

<http://www.irishhistoryonline.ie/>

[http://en.wikipedia.org/wiki/Comparison\\_of\\_reference\\_management\\_software](http://en.wikipedia.org/wiki/Comparison_of_reference_management_software)

<http://sciplore.org/blog/2010/03/02/how-to-write-a-phd-thesis/>

<http://caqdas.soc.surrey.ac.uk/>

[http://en.wikipedia.org/wiki/Computer\\_Assisted\\_Qualitative\\_Data\\_Analysis\\_Software](http://en.wikipedia.org/wiki/Computer_Assisted_Qualitative_Data_Analysis_Software)

<http://manyeyes.alphaworks.ibm.com/manyeyes/>

<http://www.visualcomplexity.com/vc/>

<http://www.timescapes.leeds.ac.uk/>

[http://www.nli.ie/1916/1916\\_main.html](http://www.nli.ie/1916/1916_main.html)

**Additional Readings:**

Fink, A. (2009) *Conducting research literature reviews: from the Internet to paper*. Sage Publications, Inc.

Humble, A. M., Zvonkovic, A. M., & Walker, A. J. (2008). "The royal we": Gender ideology, display, and assessment in wedding work. *Journal of Family Issues*, 29(1), 3-25. doi:10.1177/0192513X07305900

[Spencer, S. \(2010\) \*Visual Research Methods in the Social Sciences: Awakening Visions\*. Routledge, London. 2010.](#)

**Week Ten, MONDAY the 29th November 2010 10-12 pm: Feminist Literary Criticism  
Dr H Ingman****Required Reading:**

Christina Rossetti, 'Goblin Market'. Please bring a copy to the seminar.

**Background reading:**

Research Methods for English Studies ed. Gabriele Griffin (2005);

A Handbook to Literary Research eds. S. Eliot and W. R. Owens (1998).

**Week Eleven, Thursday 9<sup>th</sup> December 2010, 2-4 pm: Understanding Quantitative Data  
D. O'Donnell**

This class aims to enable students to critically assess research which employs quantitative data collection and analysis. The students will be made aware of the factors to consider when reading a quantitative research report, these factors include sampling issues, measurement error and bias, survey design as well as ethical considerations.

**Required Reading:**

Babbie, Earl. (2007) *The Practice of Social Research*, Chapter 7 and Chapter 9

O'Donnell, Katherine (2003) *The Aborigines of Connaught: Measuring Nigrescence in Nineteenth-Century Galway and Mayo (Unpublished paper delivered at Eire/Land Exhibition hosted by Boston College McMullen Museum of Art, Feb-May 2003)*

**Additional Reading:**

Greer, Brian & Mulhern, Gerry (2002) *Making Sense of Data and Statistics in Psychology*, Palgrave, Hampshire, UK.

Neuman, W. *Social Research Methods: Quantitative and Qualitative Approaches*, Boston; London : Allyn and Bacon, 2003 or later ed.

**Please note** this class will not equip students to undertake quantitative data collection and analysis, if students are considering employing a quantitative research method please speak to myself or Dr. Kathleen McTiernan.

**Week Twelve, Thursday 16<sup>th</sup> December 2010, 2-4 pm:****D.O'Donnell**

This class aims to provide an overview of qualitative research methods and their general uses for social research. The class will consider how to critically approach a qualitative research report. Students are asked to bring a research proposal to class for their dissertation research. The student must be prepared to do a 5 minute presentation to the class of their proposed research; this presentation will consider the primary research aim and the objectives for the research. Furthermore the proposal will outline the research design including whom or what will be studied and how the data will be collected and analysed.

**Required Readings:**

Babbie, Earl. (2007) *The Practice of Social Research*, Chapter 10 & Chapter 13

Randall, W.L., Prior, S.M., & Skarborn, M. (2006) How Listeners Shape what Tellers Tell: Patterns of Interaction in Lifespan Interviews and their Impact on Reminiscence by Elderly Interviewees, *Journal of Aging Studies*, 20, 381-396

**Additional Readings:**

Neuman, W. *Social Research Methods: Quantitative and Qualitative Approaches*, Boston; London : Allyn and Bacon, 2003 or later ed.

Bazeley, Pat (2007) *Qualitative Data Analysis with NVivo*, Sage, London

Oakley, Ann (1981) *Interviewing Women: A Contradiction in Terms*. From Helen Roberts (ed.) Doing Feminist Research (Routledge and Keegan Paul, London, 1981)

# **Course Outlines**

## **Hilary Term**

***(Optional Course)*****Hilary Term****Aims, learning objectives and outcomes:**

The course aims to:

- Introduce students to political theory from a gender perspective – feminist and masculinities.
- Gain familiarity with the key concepts in democratic practice
- Develop insight into gender representation in the political arena in Ireland
- Focus on the barriers to change in the political arena
- Explore the options for change, the levers for such change and the likelihood of change

The structure of the course is as follows;

Introduction to political science and politics as disciplines  
Political Science and Politics as seen through a gender lens  
Current practice and its implications in Ireland and in a comparative context

The teaching method will be a combination of lecture with seminar type discussion. Students will be encouraged to bring their own experience and the political system they are most familiar with to the discussions. A copy of the core reading material will be available in the main office. Optional additional reading will be accessible in the library and will be listed at the beginning of the course.

**Core Text Books:**

Phillips, Anne, 1998. *Feminism and Politics*. Oxford University Press.

Squires, Judith, 1999 *Gender in Political Theory*. Polity Press.

Connell, R.W., 2005 2<sup>nd</sup> edition, *Masculinities*, Polity Press, Introduction and 1, 3, 7, 8, 9, 10, Afterword – *Masculinity Politics on a World Scale*

Coakley, John and Gallagher, Michael 2005. *Politics in the Republic of Ireland*. 4<sup>th</sup> edition. Oxford: PSIA Chapters 1, 2, 5, 7, 10, 13.

(These underpin the whole course and can be read as the term progresses)

**Course Outline:****Week One, 19<sup>th</sup> January 2010: Introduction to Political Systems**

The objective of this session is to provide an introduction to Politics as a subject and political science as a discipline.

Students will gain an understanding of and familiarity with:

- Different political systems e.g. Democracy, Socialism, Communism, other totalitarian regimes, Monarchy.
- The origins and development of the different systems
- Current issues and trends in politics in Ireland and internationally

**Reading:**

Coakley and Gallagher Chapter 1 and 2.

Ball, Chapter on Political Power in Folder 1

## **Week Two, 26<sup>th</sup> January 2010: Democracy in Practice**

The objective is to explore democracy as a political system with particular emphasis on Ireland. To facilitate the discussion the political system in Ireland will be contrasted with the system in other countries, particularly those of the participants on the course. Participants will be asked to assess the current political system then are most familiar with on the criteria that they deem appropriate for a political system. The strengths and weaknesses of different systems will be discussed from a gender perspective.

### **Recommended Reading:**

Phillips, Anne 'Democracy and Representation: Or, Why Should it Matter Who our Representatives Are?' in Phillips, Anne (ed) *Feminism & Politics*, Oxford Readings in Feminism, Oxford University Press, 1998 = Listed textbook

Young, Iris Marion, 'Polity and Group Difference: A Critique of the Ideal of Universal Citizenship', reprinted in *Feminism & Political Theory*, Ed. Cass R. Sunstein 1990. And first published in *Ethics* 99, January 1989

Thompson, Janna 'Women and Political Rationality

## **Week Three, 2<sup>nd</sup> February 2010: What political science says about Gender**

The objective of this class is to provide an overview of what the political science literature says about gender and the positioning of gender in this literature.

Students will gain an understanding of and familiarity with:

- Treatment of male and female in key political science concepts
- The gender focus of most political ideologies
- The power of political ideology in conditioning political practice

### **Reading:**

Okin, Susan, 'Reason and Feeling in thinking about Justice', Anne (ed) *Engendering Democracy* Polity Press. 1991

Squires, Judith 'Gender in Political Theory' Polity 1999 – Introduction only

Thiele, Beverly 'Vanishing Acts in social and political thought: Tricks of the trade', in Pateman and Gross, *Feminist Challenges*, Allen & Unwin. 1986

Connell, W.R. *Masculinities*, Ch. 9 Masculinity Politics, Polity Press, 1995

## **Week Four, 9<sup>th</sup> February 2010: What Gender says about Politics 1**

The objective of this class is to explore the feminist and masculinities literature as it addresses politics. From the feminist slogan 'The private is political' to the current assumptions that the existence of equality legislation means that the issue is 'done and dusted', the class will explore the lights and insights thrown on the operation of democracy by gender theorists and commentators. The limitations of democracy as a system and its genderist assumptions are explored and debated.

### **Reading:**

Elshtain, Jean Bethke 1982 'Antigone's Daughters' reprinted in Phillips, Anne (ed) *Feminism & Politics*, Oxford Readings in Feminism, Oxford University Press. 1998

Sapiro, Virginia 1981 'When are Interests Interesting'

Phillips, Anne 'Engendering Democracy' Polity Press, 1991

Centre for American Women in Politics, 2003. *Web site Database*. New Jersey: Eagleton Institute of Politics - Rutgers, The State University of New Jersey.

Phillips, Anne 'The Politics of Presence' *Oxford Political Theory*, 1995

## **Week Five, 16<sup>th</sup> February 2010: Theory into practice: Politics as a gendered experience**

Moving from theory to practice, the reality of politics in practice and the implications of this practice for gendered citizens is explored. Issues such as representation, equality, role, agenda issues and others are explored.

**Reading:**

Bourque, S and Grossholtz, J. 'Politics and Unnatural Practice: Political Science Looks at Female Participation' in *Women and the Public Sphere*, Siltanem, J and Stanworth, M (eds) Brennan, Theresa and Pateman, Carole, 1988. 'Mere Auxiliaries to the Commonwealth: Women and the origins of Liberalism' reprinted in Phillips, Anne (ed.) *Feminism & Politics*, Oxford Readings in Feminism, Oxford University Press. 1998

**Week Six, 23<sup>rd</sup> February 2010: Irish Politics and Gender Representation**

The current position on gender representation in Ireland will be explored. The current facts will be presented and the discussion will address the implications of these. How Ireland compares to other western democracies and other comparable countries.

**Recommended Reading:**

Centre for Advancement of Women in Politics, 2003. *Web Site Observatory*. Belfast: Queens University.

Galligan, Yvonne, November 2001. *The Politics of Women's Representation in Northern Ireland and the Republic of Ireland*. London: IBIS Working Paper No. 16. Institute for British-Irish Studies. Read conclusion.

Mossuz-Lavau, J. & Sineau, M. 'The socio-political environment: Women's suffrage in France: A late recognition' in *The Politics of the Second Electorate: Women and Political Participation*

Joni Lovenduski & Jill Hills

Inter-Parliamentary Union (IPU) [www.ipu.org](http://www.ipu.org), Women in Parliaments section.

**Week Seven, 1<sup>st</sup> – 5<sup>th</sup> March 2010: Reading Week**

**Week Eight, 9<sup>th</sup> March 2010: Levers and Barriers to change**

The barriers to greater gender diversity in politics have received much attention in the literature. These are outlined and discussed together with potential tools for changing these. The more limited literature on the levers to greater gender diversity is outlined and to potential for such levers to be effective is discussed.

**Reading:**

National Women's Council of Ireland, 2003. *Irish Politics: Jobs for the Boys!*. Dublin

Shepherd-Robinson, Laura, Joni Lovenduski, 2002. *Women and Candidate Selection in British Political Parties*. London: The Fawcett Society

**Week Nine, 9<sup>th</sup> March: The future of gender in politics**

Trends in culture and society present some interesting forces for change over the next 20 to 30 years. The counterbalancing influence of structures and practices are discussed. Some assessment of the likelihood of a more gender nuanced political practice will be discussed.

**Reading:**

Drew, E 2000 *Career Trajectories: Convergence or Divergence?* In Vianello, M and Moore, G *Gendering Elites* Macmillan Press Ltd, UK.

Galligan, Yvonne, 1998. *Women in Politics in Contemporary Ireland: from the margins to the mainstream*. London: Printer

**Week Ten, 16<sup>th</sup> March 2010: Essay writing**

## Gender and Nation in Irish Writing Dr Heather Ingman

(Optional Course)

### Hilary Term

#### Aims, learning objectives and outcomes

By the end of the course students should have gained some acquaintance with theories of nation and gender as applied to Irish women's writing, as well as with a range of literary theories appropriate to a gendered analysis of literature.

#### Course Structure and Overview

The topic of nation and gender has attracted much interest lately and it has obvious implications for Irish women's writing since Irish women have so often been positioned as symbols of the Irish nation. This course provides an opportunity for students to examine a selection of Irish women's fiction in the light of a variety of feminist literary theories with a particular focus on gender and nation.

After the introductory seminar, students will be expected to prepare short presentations each week on specific texts. The aim is that these presentations, rather than being simply factual, will raise questions which will stimulate the subsequent class discussion. Whilst giving a guideline as to how each text may be approached, I do not wish to be too prescriptive. As the term proceeds, it is hoped you will find that theories from other parts of this course, and indeed from other courses on the M.Phil, feed into your reading of a particular literary text.

For each seminar everyone will be expected to have read **at least the literary text**. The background reading is intended to be used selectively, as an aid to following up ideas when giving your presentation or writing your essays.

#### Week One: 19<sup>th</sup> January, 2011

Introduction: Please Read Eavan Boland, 'Outside History' in *Object Lessons. The Life of the Woman and the Poet in Our Time* (1995).

An introduction to feminist literary theory and to the topic of nation and gender in the context of Irish writing.

#### Background reading:

*Feminist Literary Theory* ed. M. Eagleton, second edition, 1996.

Ruth Robbins, *Literary Feminisms* (2000).

Mayer, T. (ed) *Gender Ironies of Nationalism* (2000). Introduction.

Yuval-Davis, N. (1997), *Gender and Nation*, Sage Publications, London.

Hayes, A. and Urquhart, D. (eds) *The Irish Women's History Reader* (2001).

*Field Day Anthology of Irish Writing*, vols. 4 and 5.

Innes, C.L. *Woman and Nation in Irish Literature and Society, 1880-1935* (1993).

Kirkpatrick, K. (ed) *Border Crossings: Irish Women Writers and National Identities* (2000).

Ingman, H. *Nation and Gender: Twentieth-Century Irish Women's Fiction*, Ashgate, 2007.

Valiulis, M. and O'Dowd, M. (eds) *Women and Irish History* (1997).

Bradley, A. and Valiulis, M. (eds) *Gender and Sexuality in Modern Ireland* (1997).

Hill, M. (2003), *Women in Ireland: A Century of Change*, Blackstaff Press, Belfast.

St Peter, C. *Changing Ireland: Strategies in Contemporary Women's Fiction* (2000).

Peach, L. *The Contemporary Irish Novel* (2004).

Weekes, Ann Owens *Irish Women Writers: An Uncharted Tradition* (1990).

#### Week Two: 26<sup>th</sup> January, 2011

##### Edna O'Brien, *The Country Girls Trilogy* (1960-64)

Topics: constructs of masculinity and femininity, the Irish nation.

#### Background reading:

O'Brien, E. *Mother Ireland* (1976).

Ingman, H. 'Edna O'Brien: Stretching the Nation's Boundaries' *Irish Studies Review*, 10 (3), 2002, pp. 253-66.

*Edna O'Brien: New Critical Perspectives* eds. S. Mooney etc., 2006.

#### Week Three: 2<sup>nd</sup> February, 2011

**Edna O'Brien, *A Fanatic Heart: 'The Rug', 'A Rose in the Heart of New York', 'Cords'*.**

*Topic: Irish mothers and daughters.*

Weekes, A. 'Figuring the Mother' in L. Harte and M. Parker, *Contemporary Irish Fiction*, 2000. This also discusses the mother figure in Molly Keane and Jennifer Johnston.

Anne Fogarty, 'Mother-Daughter Relations in contemporary Irish women's fiction' *Writing Mothers and Daughters* ed. A. Giorgio (2002)

Graham, A. (1996), "'The Lovely Substance of the Mother': Food, Gender and Nation in the Work of Edna O'Brien", *Irish Studies Review*, 15, 16–20.

Ingman, H. *Women's Fiction between the Wars: Mothers, Daughters and Writing* (1998).

**Week Four: 9<sup>th</sup> February, 2011**

**Kate O'Brien, *The Land of Spices* (1941).**

*Topics: gender and nation, women's education.*

**Background reading:**

Walshe, E. (ed) *Sex, Nation and Dissent in Irish Writing* (1997).

Walshe, E. (ed) *Ordinary People Dancing. Essays on Kate O'Brien* (1993)

Walshe, E. *Kate O'Brien: A Writing Life* (2006).

Julia Kristeva (1991), *Strangers to Ourselves* tr. L. S. Roudiez, Columbia University Press, New York. 'Might Not Universality ...' pp. 180-92.

— (1993), *Nations without Nationalism* tr. L. S. Roudiez, Columbia University Press, New York. 'What of Tomorrow's Nation' pp. 1-47.

**Week Five: 16<sup>th</sup> February, 2011**

**Jennifer Johnston, *Fool's Sanctuary* (1987)**

*Topics: the semiotic, women's history.*

**Background reading:**

Marks, E. and de Courtivron, I. (eds) *New French Feminisms: An Anthology*, 1980 (especially Hélène Cixous 'The Laugh of the Medusa').

Moi, T. (ed) *The Kristeva Reader*, Blackwell, 1986 (particularly 'About Chinese Women' and 'Women's Time').

Whitford, M. (ed) *The Irigaray Reader*, 1991 (especially 'The Bodily Encounter with the Mother' and 'Women-Mother, the silent substratum of the social order')

*French Feminism Reader* ed. K. Oliver (2000)

D. Cavallano, *French Feminist Theory* (2003)

St. Peter, C. 'Jennifer Johnston's Irish Troubles' in Johnson and Cairns (eds) *Gender in Irish Writing* (1991), pp.112-127.

Ingman, H. 'Nation and Gender in Jennifer Johnston: A Kristevan Reading', *Irish University Review* 35 (2), 2005, pp. 334-348.

**Week Six: 23<sup>rd</sup> February, 2011**

**Deirdre Madden, *One by One in the Darkness* (1996)**

*Topics: women in Northern Ireland, violence.*

**Background reading:**

Parker, M. (2000), 'Shadows on a Glass: Self-Reflexivity in the Fiction of Deirdre Madden' *Irish University Review: A Journal of Irish Studies*, Vol. 30 (1), 82-102.

Kennedy-Andrews, E. *(de-)constructing the North: Fiction and the Northern Ireland Troubles since 1969* (2003).

Harte and Parker, 'Reconfiguring Identities: Recent Northern Irish Fiction' pp.232-54 in L.

Harte and M. Parker, *Contemporary Irish Fiction*, 2000.

Sales, R. (1997), *Women Divided: Gender, Religion and Politics in Northern Ireland*, Routledge, London and New York.

**Week Seven: 28<sup>th</sup> February – 4<sup>th</sup> March, 2011: Reading Week**

**Week Eight: 9<sup>th</sup> March, 2011**

**Molly Keane, *Good Behaviour* (1981).**

*Topics: masculinity and femininity; the female body.*

**Background reading:**

Breen, M. 'Piggies and Spoilers of Girls: Sexuality in the Novels of Molly Keane,' in Walshe, E. (ed) *Sex, Nation and Dissent in Irish Writing* (1997).  
Weekes, A. ch. on Keane in *Irish Women Writers: An Uncharted Tradition* (1990).  
*Molly Keane: essays in contemporary fiction* eds. Walshe and Young (2006).

**Week Nine: 16<sup>th</sup> March, 2011**

**Éilís Ní Dhuibhne, *The Dancers Dancing* (1999)**

*Topics: ecofeminism, Irish landscape*

**Background reading:**

Éilís Ní Dhuibhne. *Perspectives* ed. Rebecca Pelan (2009).

Ingman, H. 'Nature, gender and nation: An ecofeminist reading of two novels by Irish women' *Irish Studies Review*, 13(4), 2005, 517-30.

**Week Ten: 23<sup>rd</sup> March, 2011**

**Anne Enright, *The Pleasure of Eliza Lynch* (2002)**

*Topic: gender and empire*

**Background reading:**

P. Coughlan, ' "Without a Blink of Her Lovely Eye": *The Pleasure of Eliza Lynch* and Visionary Scepticism' *Irish University Review*, 2005, 349-73.

J. Bristow, *Empire Boys: Adventures in a Man's World* (1991).

*Feminist Theory and the Body: a reader* eds. Price and Shildrick (1999)

*(Optional Course)*

**Hilary Term**

**Wednesday, 2-4pm**

**Aims, learning objectives and outcomes**

This course aims to enable students to:

- To bring together the current theory and research on women and psychology.
- To provide a concise account of the key issues in the study of women and psychology
- To demonstrate the centrality of psychology to debates within women's studies

**Course Structure and Overview**

The class will take the following format –presentations, seminar, and lecture. Short assignments will be given at the end of each class so that students may prepare in advance for the next class session. Each session will have a lecture element and then an interactive element. Students will be required to present short reports on session topics throughout the term.

**Week One, Wednesday 19<sup>th</sup> January 2011:**

Gender construction, gender Identity, contemporary theories: Bern, Gilligan and others

**Week Two, Wednesday 26<sup>th</sup> January 2011:**

Theories concerning female psychological development: Freud, Erikson

**Week Three, Wednesday 2<sup>nd</sup> February, 2011:**

Lifespan Theories and women's lives

**Week Four, Wednesday 9<sup>th</sup> February, 2011:**

The nature and extent of gender difference in psychological functioning in childhood

**Week Five, Wednesday 16<sup>th</sup> February, 2011:**

Adolescence and the transition into womanhood

**Week Six, Wednesday 23<sup>rd</sup> February, 2011:**

The motherhood role and experience of motherhood

**Week Seven, 28<sup>th</sup> Feb – 4<sup>th</sup> March, READING WEEK**

**Week Eight, Wednesday 9<sup>th</sup> March, 2011:**

The aging woman

**Week Nine, Wednesday 16<sup>th</sup> March, 2011**

Beyond the reproductive cycle: Other roles, other values

**Week Ten, Wednesday 23<sup>rd</sup> March, 2011**

Women and well being: A positive psychology perspective

**Week Eleven, Wednesday 30<sup>th</sup> March, 2011:**

**Week Twelve, Wednesday 6<sup>th</sup> April, 2011:**

**Reading List:**

**Key Texts:**

Gergen, M.M. and Davis, S.N. (1997) (Eds.) *Towards a New Psychology of Gender*.  
Routledge

Greene, S. (2003). *The psychological development of girls and women: rethinking change in time*.

Helgeson, V.S. (2002). *The psychology of gender*. NJ: Pearson Education, Inc.

Matlin, M. (2004). *The Psychology of Women*. UK: Thomson Wadsworth.

Unger, R and Crawford, M. (1992) *Women and Gender: A Feminist Psychology*. McGraw Hill

**Models of Psychology of Women:**

Erikson E H (1968) "Womanhood and the Inner Space" in *Identity, Youth & Crisis*.  
W H Norton.

Freud S (1933) *Femininity* Vol 19. Standard Edition. Hogarth Press.

Gilligan C (1982) *In a Different Voice: Psychological Theory and Women's Development*. Harvard University Press.

Mitchell J (1972) *Psychoanalysis & Feminism*. Penguin.

Mednick M (1989) 'On the Politics of Psychological Constructs' *American Psychologist* 44.

Burman, E (1994) *Deconstructing developmental psychology*. London: Routledge

Bem, S (1993) *The Lenses of Gender*. Yale University Press

**Development of Gender Differences:**

Maccoby, E E & Jacklin C M (1974) *The Psychology of Sex Differences*. Stanford  
University Press.

Sharpe S (1994) 'Just like a girl: how girls learn to be women' Penguin (2nd ed.)

Matlin MW (1996) *The Psychology of Women*. Harcourt Brace,  
Chapter 3. (3rd Ed.)

Lieblich, A & Josselson, R (1993 & 1994) *Exploring identity & gender: the narrative study of lives*, Vols 1 & 2 London: Sage.

**Development in Adulthood**

Apter, I (1995) "Secret Paths: Women in the new midlife" W.W. Norton & Co. Greer, G (1994) *The Change: women, ageing and the menopause*. Allen Lane: Penguin.

Sluckin W, Herbert M, & Sluckin A (1983) *Maternal Bonding*. Basil Blackwell. Rich A (1977) *Of Woman Born: Motherhood as Experience and Institution*.

London: Virago.

Maccoby E B (1990) Gender and Relationships: A Developmental Account. *American Psychologist* 45 513-520.

Badinter B (1981) *The Myth of Motherhood: An Historical View of the Maternal Instinct*.  
London: Souvenir Press.

Phoenix, A, Woollett, A & Lloyd, B (1991) *Motherhood: Meanings, practices and ideologies*. London: Sage.

Boulton M G (1983) *On Being a Mother: A Study of Women with Pre-school Children*.  
London: Tavistock Publication.

Chodorow N (1978) *The Reproduction of Mothering: Psychoanalysis and the Sociology of*

*Gender*. London: Univ. of California Press.

Van Mens-Verhulst, Schreurs, K & Woertman, L (1993) (Eds.) *Daughtering and Mothering: Female Subjectivity Reanalysed*. Routledge

#### **Gender Differences in Mental Illness:**

Cullen M & Morrissey T (1985) *Women and Health - Some Current Issues*. Dublin: Health Education Bureau.

Showalter L (1987) *The Female Malady: Women Madness & English Culture 1830-1980* London: Virago.

Mobray C T, Lanir S, & Hulce M (1985) (eds) *Women and Mental Health: New Directions for change*. London: Howarth Press.

O'Hare & O'Connor A (1987) "Gender differences in treated mental illness in the Republic of Ireland" in Curtin C et al (eds) *Gender in Irish Society*. Galway University Press.

Schaeffer K F (1980) *Sex Role issues in Mental Health*. NY: Addison Wesley.

#### **Adolescence**

Feldman, S S & Elliott, (3 R (1990) (eds) *At the threshold~ the developing adolescent*. Harvard University Press

Brown, L M & Gihigan, C (1993) *Meeting at the crossroads: women's psychology and girls' development*. Harvard University Press.

Lees (1995) 'Sugar and spice: sexuality and adolescent girls' Penguin

Gilligan, C, Lyons, M & Hammer, T (1991) (eds) *Making Connections*. Harvard University Press.

Gihigan, C. (1982) *In a Different Voice*. Harvard University Press.

(Optional Course)

### **Hilary Term**

*The simulacrum is never that which conceals the truth - it is the truth which conceals that there is none.*

*The simulacrum is true.*

Ecclesiastes

### **Course Structure and Overview**

What does it mean to be a woman in the consumerist west? What is hyper-reality? What does it mean to say 'The future was yesterday?' These and other questions crucial to understanding 'what is going on' in the present era are explored in Gender & Globalisation, a course that seeks to open a space for informed feminist action and critical inquiry into today's globalised environment. The Course begins by laying theoretical foundations, which explore how the coded structure of late capitalism, underpinning value in both political economy and linguistic sign, is now understood to proliferate in hyperreal form. Gender & Globalisation engages with major feminist debates in cultural theory and gender analysis including the kinds of subjectivities/identities generated by technoscience, global consumerism, the plunder of natural resources and the process of deculturation in the interests of transnational markets.

### **Aims, Learning Objectives & Outcomes**

The course will give students the opportunity to:

- a. connect with contemporary cultural theory from feminist perspectives.
- b. gain an understanding of what is at the very core of 'globalisation', the
- c. framework of consumer society and the media-reality which regulates women's lives today.
- d. take a critical perspective to the challenges of living the 21<sup>st</sup> century
- e. situate their own contemporary research projects both culturally and historically

### **Course Outline**

**Week 1: Thursday 20<sup>th</sup> January, 2011**

**Week 2: Thursday 27<sup>th</sup> January, 2011**

**Week 3: Thursday 3<sup>rd</sup> February, 2011**

**Week 4: Thursday 10<sup>th</sup> February, 2011**

**Week 5: Thursday 17<sup>th</sup> February, 2011**

**Week 6: Thursday 24<sup>th</sup> February, 2011**

**Week 7: Reading Week**

**Week 8: Thursday 10<sup>th</sup> March, 2011**

**Week 9: Thursday 17<sup>th</sup> March, 2011**

**Week 10: Thursday 24<sup>th</sup> March, 2011**

### **Section 1: How 'What's Going On?' is Constructed.**

o **Introduction: critique of critique.**

**Reading:**

Grace, V. Baudrillard's Challenge. New York: Routledge, 2002.

o **The Genealogy of Globalisation.**

**Reading:**

Baudrillard, J. Cool Memories, trans. Chris Turner. London: Verso, 1990.

o **Hyperreality & Simulation.**

**Reading:**

Baudrillard, J. Passwords, trans. Chris Turner. London: Verso, 2003.

**Section 2: Imaginary Travellers in the 21<sup>st</sup> Century**

o **Silent Reversion: Terrorism**

**Reading:**

Butler, J. Precarious Life: The Power of Mourning and Violence. New York: Verso, 2004.

Baudrillard, J. The Spirit of Terrorism, trans. Chris Turner. London: Verso, 2002.

Sontag, S. Regarding the Pain of Others. London: Penguin, 2004.

o **The Nostalgia Industry.**

**Reading:**

Cederman K. Strolling Down Memory Lane. Ph.D. University of Canterbury, 2002.

o **The Extermination of Meaning.**

**Reading:**

Baudrillard, J. 'Vanishing Point' in America, trans. Chris Turner. London: Verso, 1999.

o **The Matrix & Teletubbies.**

o **The Inner Life**

**Reading:**

Kristeva, J. 'In Times Like These Who Needs Psychoanalysts?' in *New Maladies of the Soul*. New York: Columbia University Press.

o **Lifestyles & Marketing; Global Warming**

o **Revolt and Eccentricity.**

**Reading:**

Kristeva, J. *Female Genius, Freedom and Culture*. Lecture Notes. (2004).

# Dissertation Guidelines

You are advised to consult your dissertation supervisor about the content and structure of your dissertation, as the format will vary according to the discipline and nature of the topic.

## Length of Dissertation

There is a limit of 15,000 – 20,000 words maximum for dissertations and students are strongly urged to keep to this limit.

## Presentation

Dissertations should be printed in Times Roman 12pt on A4 pages, in 1.5 spacing, leaving a 3.5 cm margin on the left-hand side to allow for binding, and at least a 2cm margin on the other 3 sides. Pages should be numbered consecutively at the centre of the bottom of the page, with page 1 commencing after the table of contents. The dissertation should be divided into chapters which are numbered sequentially with a chapter heading.

## Layout

The dissertation should start with a title page, followed by an abstract, preface/acknowledgements and a table of contents - in that order. The title page should be arranged as in Appendix A. The table of contents should list the chapters with page numbers.

## Abstract

The abstract should contain not more than 200 words and should provide a succinct summary of the aims and results of the dissertation.

## References

The approved social science reference system should include the author (by surname) followed by the year of publication in brackets, in the text. If you wish to deviate from this method, it is essential that you agree the format with your supervisor in advance and that your method is consistent throughout the document. All references should be listed in a bibliography at the end of the dissertation, in strict alphabetical order and in a consistent format. There is a guide to referencing on TCD's library web page. A sample list of references follows as a guide:

Reference Examples:

Cottle, C.E., Searles P., Berger R.J., Pierce B.A. (1989), "Conflicting Ideologies and the Politics of Pornography", *Gender and Society*, Vol. 3, No.3, September, pp. 303-333.

Blackwell, J. (1989), *Women in the Labour Force*, Employment Equality Agency, Dublin.

Dex, S. (1988), *Women's Attitudes Towards Work*, Macmillan, Hampshire.

Jenson, J. (1988), "The Limits of 'and the' Discourse: French Women as Marginal Workers", in Jenson, J., Hagen, E. and Reddy, C. ed., *Feminization of the Labour Force Paradoxes and Promises*, Polity, Cambridge, pp. 155-172.

Rolley, K. (1990), "Cutting a Dash: The Dress of Radclyffe Hall and Una Troubridge", *Feminist Review*, No.35, Summer, pp. 54-66.

For Web based references please include the author, article title, full URL and date accessed.

It is essential that all visual sources are also referenced in full. For example:

'The Lynching of John D. and Charles Ruggles. July 24, 1892, Redding, California' in *Without Sanctuary – Lynching Photography in America* (2000) Twin Palms Publishers, Santa Fe, New Mexico.

Goya, Francisco *Y NO HAI REMEDIO*. And it can't be helped. (1914-18)

### **Footnotes**

In addition to references to other published works, students may wish to use footnotes to qualify or elaborate on a point in the text. Footnotes should be identified by a number which appears in the text and before the footnote at the bottom of the page in which the number appears. They should be numbered consecutively for each chapter of the dissertation. The use of footnotes should be kept to a minimum to ensure that the text of the dissertation is not fragmented.

### **Appendices**

Background material which would be inappropriate in the text of the dissertation, such as questionnaires used or extensive tables, should be placed in appendices, labeled Appendix A - Z. The appendices should follow the list of references, at the end of the report.

### **Binding**

Students are required to submit on Friday, 9<sup>th</sup> September 2011, two soft covered thermal-bound copies of their dissertation. If a 50%/2:2 grade or better is agreed by the Examination Board in November (see below), students must make the recommended corrections and amendments. Two hard-bound copies must then be submitted by early January in order to qualify for Commencement in April. Do not produce these until you have been informed of your grade and advised of any amendments required.

The hard copies of the dissertation must be bound in dark-blue cloth. The title of the dissertation must be written in full on the front cover in gold lettering. The degree for which the dissertation has been submitted (M.Phil), the year and the name of the candidate should be written on the spine, so as to be readable when the volume is lying flat with the front cover uppermost. Please see examples in the office.

### **Assessment**

Dissertations are examined by the supervisor and a second reader from among the staff of CGWS, and their reports are sent together with each dissertation to the External Examiner who produces a third report. An Examination Board meeting is held in late November/early December, and attended by the External Examiner and staff who have taught on the course. At this meeting, all the reports and assessments of course work for each student are scrutinized and a grade is agreed. Results are made available shortly afterwards. The date is usually known in September.

### **Grades**

The grades of 1st Class (1.1), 2nd Class 1st division (2.1) and Second Class 2nd division (2.2) may be awarded for dissertations subject to minor revisions. Students must achieve a minimum grade of 2:2/50% in their dissertation (independently from any other grades attained) in order to be awarded the M.Phil. qualification.

If dissertations are awarded a grade subject to minor revisions, these revisions must be completed by early January and passed, usually by the supervisor, before the student may hard-bind their dissertation and hand it in.

If dissertations require major revisions, students should consult their supervisor and the Director about the time-scale required, as it may involve an extension of registration. In the case of major revisions being required, the grade ultimately awarded, if the revisions are accepted, will be 'Pass'.

### **Proceeding to graduation**

Results must then be ratified by the Academic Council before students can register for graduation.

**Graduation**

Students should inquire at the Proctor's Office (Ph: 896 1448/1218/2744) regarding dates of Commencement ceremonies and registration procedures. Usually all formalities have to be completed about a month before the date.

M.Phil. students have in the past been able to complete everything in time for the April Commencement.

**Submission Date**

Dissertations must be submitted by Friday, 9<sup>th</sup> September, 2011. Students will be liable for payment of a further year's fees if this deadline is not met.

# Appendices

## **Appendix A**

The Title Page of your essays and your dissertation should include the following:

Trinity College Dublin

Title of Essay/Dissertation

in partial fulfilment of the M. Phil. degree in Gender & Women's Studies

Author

Lecturer/Supervisor

Date submitted

## **Appendix B**

### **Dealing with Difficulties**

In the unlikely event that difficulties arise between a student and a staff member on the programme, we strongly recommend that the student speaks to the person and discusses the difficulty directly. The best way to handle problems with either a lecturer or dissertation supervisor is with an honest discussion between or among the people involved. It is in everyone's interest that a sincere effort is made to iron out differences at this level.

If, however, this is not possible and difficulty remains, students should consult the the Director and she will make every attempt to resolve the difficulty. If the problem is with the Director, or the Director fails to resolve the problem satisfactorily, we will ask the Director of Postgraduate Teaching and Learning to mediate the conflict. She/He may refer the matter to the Head of School.

If the difficulty remains after all these steps have been availed of, the Dean of Graduate Studies should be informed and college procedures followed as to the resolution of the conflict.

## **Appendix C**

Please note: In the event of any conflict or inconsistency between the General Regulations of College and the CGWS Handbook the provisions of the General Regulations shall prevail.

## Appendix D

### General Regulations and Information

The following is taken from University of Dublin Trinity College Calendar Part 2, pp. 27-29:  
<http://www.tcd.ie/calendar/assets/pdf/calendar-part-2-2009-2010.pdf>

#### 1.25 Plagiarism

1. Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement.

Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

2. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

Plagiarism can arise from actions such as:

- a) copying another student's work
- b) enlisting another person or persons to complete an assignment on the student's behalf
- c) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format
- d) paraphrasing, without acknowledgement, the writings of other authors

Examples c) and d) in particular can arise through careless thinking and/or methodology where students:

- (i) fail to distinguish between their own ideas and those of others
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement
- (iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, in so far as possible, that no work submitted by the Group is plagiarised.

3. It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:

a) any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism

b) when taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources

c) while the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one's own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged

4. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

5. Students should ensure the integrity of their work by seeking advice from their Lecturers, Course Co-ordinator, Director or Supervisor on avoiding plagiarism. All Schools should include, in their handbooks or other literature given to students, advice on the appropriate methodology for the kind of work that students will be expected to undertake.

6. If plagiarism as referred to in Paragraph (2) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor or other appropriate representative, and the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond.

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend to the Dean of Graduate Studies one of the following penalties:

- a) that the piece of work in question receives a reduced mark, or a mark of zero; or
- b) if satisfactory completion of the piece of work is deemed essential for the student to rise with his/her year or to proceed to the award of a degree, the student may be required to re-submit the work. However, the student may not receive more than the minimum pass mark applicable to the piece of work on satisfactory re-submission.

9. Provided that the appropriate procedure has been followed and all parties above are in agreement with the proposed penalty, the Dean of Graduate Studies may approve the penalty and notify the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures set out in Section 5 (Other General Regulations).

## Appendix E

### The Grading of Examination Answers and Other Written Work

The purpose of this document is to make explicit as far as possible the current practice concerning the grading of written work. It was developed in the Faculty of Arts (Humanities) but remains current. It is intended to provide a framework that can be used by staff to explain the marks awarded to examination answers and other forms of written assignment, and to assist students to interpret the marks that they receive.

Grading written work usually involves an overall assessment based on a multitude of dimensions. This document attempts to identify the dimensions that are normally the most important in this respect. Of course, the dimensions identified do not co-vary in a one-to-one manner. It may be that a particular piece of written work would rate very highly on some dimensions but less highly on others. Thus examiners must make a balanced evaluation that takes into account the quality of the work in a holistic way. Inevitably, therefore, the judgement of the examiner is to some extent subjective and based upon experience and traditional practice. It is for this reason that the grading of novice examiners is usually subject to the scrutiny of more experienced ones, and consensual standards are achieved by a number of practices such as cross-marking and the employment of external examiners.

The bases for the assessment of any piece of work are ultimately derived from the educational objectives of the Moderatorship, as described in the Calendar. Work that demonstrates that the objectives of the Moderatorship have been achieved will have a number of characteristics. It will be comprehensive and accurate, and will exhibit a detailed knowledge of the relevant material as well as a broad base of knowledge. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant it will also demonstrate a high level of ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be clear and articulate and the writing style will be fluent and accurate. (These characteristics are essentially the same as those listed below as being the features of First class work.)

No set of guidelines can cover every eventuality. Examiners are likely to reward creativity, originality and insight, or work of particular merit however presented. Evidence of study of material outside that set by lecturers and work which goes beyond the standard interpretation of the subject is also likely to be recognised when marks are awarded. In addition, it is to be expected that examiners will reward written work more highly if it exemplifies good English (or the language in which it is written, if some other language is appropriate). Poor grammar and incorrect spelling inevitably detract from the evaluation of written work. In addition, students are reminded that poor handwriting may make it impossible for the examiner to fully understand what has been written; examiners can only mark what they can read.

Brief descriptions are provided below of the qualities that are likely to be associated with work that would be regarded as typical of each of the various classes of honours that can be awarded. These descriptions are not specific to any particular level of examination: they can be applied equally to students in their first and final year, and to students who are taking a course as a minor component of their degree, outside their main area of study. Examiners take these factors into account when evaluating work, and will normally have different expectations of the absolute level of performance of different groups of students. Nevertheless, these descriptions provide a basis for making relative judgements between students within any particular group.

The threshold standard for the award of an honours classification is that required for third class honours. Work below this standard is awarded a fail grade.

### **Resubmit**

In certain circumstances the grade of 'resubmit' may be awarded. Resubmit grades may be awarded if, in the view of the examiner, the essay/dissertation does not meet the required minimum standard but does show significant potential, subject to major revisions. In the case of a resubmit, a percentage and grade will be given for the resubmitted essay/dissertation, but the grade ultimately awarded will be "Pass".

### **Fail (0-39)**

The 'fail' grade is sometimes broken down into two bands: F1 and F2. An answer at the F1 level (30-39) represents a failure to answer the question adequately, but the possession of at least some relevant information. The failure to provide an appropriate answer may be due to a misunderstanding of the question, or to one or more of the following deficiencies: it may contain only a small amount of relevant information, the material itself may have been misunderstood, the answer may be poorly or incoherently presented, or the answer may not relate to the question asked. An answer at the F2 level (0-29) normally contains no or only the most minimal amount of information relating to the question, or may demonstrate a complete misunderstanding of the question, or a misunderstanding of the material relevant to its answer such as to render the answer meaningless. Work at Fail level tends to have few positive characteristics, except possibly when the grade has been awarded because of the inclusion of a major error, the presence of which is sufficiently important to outweigh any positive features of the answer. It is also possible for an otherwise good piece of work to be awarded a Fail grade because it fails to answer the question posed. The absence of positive characteristics could also result from the fact that the answer is very short (e.g., when a student runs out of time in an examination and writes very little).

Work awarded a Fail grade tends to possess some or all of the following negative characteristics:

- Represents a failure to answer the question (though may be an answer to a different question)
- Shows no or only a little evidence of understanding of the topic
- Shows no or only very little evidence of relevant reading or research
- Includes no or very few relevant ideas
- Does not contain a structured argument
- Does not offer evidence to justify assertions
- Does not include relevant examples
- Contains multiple or major errors

### **Pass\* (40-49)**

Please note that this grade is available in the 4 coursework essays only. Dissertations must be achieve a minimum grade of 2:2/50% (independently of all other work) in order for students to be awarded the M.Phil qualification. Please see earlier sections on 'Coursework and Essays' and 'Dissertation Guidelines' for full details.

Work at this level contains evidence of study of the appropriate material and displays a level of presentation at least minimally commensurate with the award of an honours degree, but it often reflects only a limited familiarity with the standard literature and/or methods of the subject. A 'pass' answer constitutes at least a minimal attempt to answer the question posed, but the answer may omit key points and/or contain assertions not supported by appropriate evidence. It may display superficiality in understanding and/or the use of material, an over reliance on knowledge at the expense of development or argument, analysis or discussion, and it may lack continuity, or be inadequately organised. Nonetheless, work at this level does show an ability to refer to some standard sources, ideas, methods or techniques normally applied in the subject and to achieve some success in solving problems or marshalling an argument to reach a conclusion.

What differentiates a 'pass' piece of work from one that fails is that a 'pass' comprises an attempt to answer the question informed by some relevant information and without any major error, while a fail either does not contain an adequate attempt to answer the question, or does not contain sufficient relevant information, or contains at least one significant error.

Work at Pass level may possess some or all of the following positive characteristics:

- Attempts to answer the question
- Shows modest evidence of understanding of the topic
- Shows modest evidence of relevant reading or research
- Includes a few relevant ideas
- May include some relevant examples

Work at 'pass' level may possess some or all of the following negative characteristics:

- The attempt to answer the question may not be very successful
- Does not contain a sufficiently well-structured argument
- Does not offer sufficient evidence to justify assertions
- Does not include sufficient relevant examples
- Lacks lucidity
- Contains one or more important errors

Lower Second class (50-59)

Work at lower second class level displays knowledge of the standard material and approaches of the subject and a familiarity with much of the standard literature and/or methods. A lower second class answer may constitute a relatively simplistic answer to the question, and is likely to be based on a narrow range of sources, such as lecture notes and the basic required reading, rather than being indicative of wider reading. It usually displays a basic ability to use relevant sources, methods or techniques normally applied in the subject to achieve some success in solving problems or marshalling arguments to reach a conclusion. The work may show some inconsistency in standard, may contain occasional technical or factual flaws, and may exhibit some difficulties with the organisation of material or with the full understanding of a problem or issue, but it is adequately presented and may include some critical judgement applied to analysis or the application of standard ideas or methods.

What differentiates a lower second class piece of work from one awarded a 'pass' grade is the greater success of the lower second in answering the question, together with the possession of more relevant information, a more coherent argument and an improved structure, although neither the answer to the question nor the structure may be incapable of improvement.

Work at Lower Second class level will tend to possess some or all of the following positive characteristics:

- Attempts to answer the question
- Shows evidence of a basic to good understanding of the topic
- Shows evidence of some relevant reading or research
- Includes some relevant ideas
- Includes some relevant examples

Work at Lower Second class level may possess some or all of the following negative characteristics:

- The attempt to answer the question may not be completely successful
- Does not contain a sufficiently well-structured argument
- Does not offer sufficient evidence to justify assertions
- Does not include sufficient relevant examples
- The style of writing could be improved
- Lacks lucidity
- May contain some minor errors

### **Upper second class (60-69)**

Work at upper second class level displays a sound and clear understanding of the subject and demonstrates a good grasp of a wide range of the standard literature and/or methods and techniques of the subject. An upper second class answer constitutes a well-organised and structured answer to the question that is reasonably comprehensive, generally accurate and well informed. It will normally demonstrate a greater breadth of knowledge than would be gained merely from the lecture notes and basic required reading. It will demonstrate some ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant it will also demonstrate an ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be clear and well written.

What differentiates an upper second class piece of work from one awarded a lower second is the greater success in answering the question, the additional understanding displayed, the greater evidence of additional reading, the improved structure and organisation, the superior quality of the argument, and the level of critical thinking displayed.

Thus an Upper Second class piece of work shows positive characteristics such as:

- Answers the question clearly and fully
- Has a good structure and organisation
- Shows evidence of a very good understanding of the topic
- Shows clear evidence of relevant reading and research
- Clearly explains relevant theory and cites relevant evidence
- Contains reasoned argument and comes to a logical conclusion
- Includes highly relevant ideas
- Uses relevant examples
- Demonstrates the ability to apply learning to new situations and to solve problems
- Is well written
- Lacks errors of any significant kind

Upper Second class work usually has few negative characteristics, but may be limited in the sense that it:

- Could demonstrate more in the way of insight, imagination, originality or creativity
- Does not answer the question in as fully and comprehensive a manner as would be possible
- Could demonstrate more ability to integrate information
- Could exhibit more critical thinking
- Could exhibit more independence of thought

### **First class (70-100)**

First class work represents an excellent to outstanding performance demonstrating a thorough understanding of the subject. In addition to a mastery of a wide to full range of the standard literature and/or methods and techniques of the subject, work at this level shows independence of judgement and evidence of attainment beyond the standard material. It will frequently demonstrate characteristics such as insight, imagination, originality and creativity. A first class answer will represent a comprehensive and accurate answer to the question that will exhibit a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant it will also demonstrate a high level of ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be fluent and clearly written and may also show particular lucidity in expression appropriate to the subject.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research in the first that is not present in the upper second.

Thus a First class piece of work shows positive characteristics such as:

- Answers the question clearly and comprehensively, in a focused way
- Has an excellent structure and organisation
- Demonstrates characteristics such as insight, imagination, originality and creativity
- Demonstrates the ability to integrate information
- Exhibits sound critical thinking
- Exhibits independence of judgement
- Clearly explains relevant theory and cites relevant evidence
- Contains reasoned argument and comes to a logical conclusion
- Gives evidence of wide relevant reading
- Includes a sufficient number of appropriate examples
- Demonstrates a clear comprehension of the subject
- Demonstrates the ability to apply learning to new situations and to solve problems
- Is lucid and well written
- Lacks errors of any significant kind

All pieces of First class work may not have all of the characteristics above, but all such work will have few, if any, negative characteristics

Acknowledgement: Some parts of this document are based upon ideas in similar documents produced by the University of St Andrews and the University of Reading.

This document was prepared by the then Dean, Howard Smith (12/4/02).

## Further Information about CGWS

The Centre for Women's Studies was established in Trinity College Dublin, in July 1988. In 1999, in order to reflect the increasing diversity of its interests in areas such as sexualities and masculinities, the Centre expanded its title and remit to become the Centre for Gender & Women's Studies (CGWS). In 2005, CGWS became a full member of the School of Histories & Humanities.

CGWS undertakes three interrelated activities: teaching, research and community/extramural activities. CGWS undertakes an integrated approach to research and learning. Staff and students are encouraged to participate across these areas. In recent years two of our postgraduates on the M.Phil. have received funding for their dissertations on aspects of gender and ageing from the Front Gate Club and one of our M.Phil. students assisted in the research project on Alternative Families.

### Research Unit

In 2003, CGWS received three year funding for a formal Research Unit from Atlantic Philanthropies. It currently has a Director (Dr. Maryann Valiulis) and a Researcher (Ms. Deirdre O'Donnell). Within the overarching theme of equality and difference, the Research Unit has three primary areas of research: education and equality, the changing nature of families and parenting, and work-life balance. Within these themes it has a particular interest in sexuality and ageing.

The aim of the CGWS Research Unit is to undertake socially relevant research from a feminist perspective and to influence policy development on issues relating to women and gender. The particular contribution of the CGWS Research Unit is to provide a holistic feminist analysis, synthesizing theory and data, and providing the type of complex analysis that asks challenging questions about the type of society we have and the type of society we wish to create. The dominant theme of all our research activity is equality and inequality in the workings of gender, power and difference.

CGWS is currently undertaking research in the following areas:

- Women and Ambition
- Gender and Ageing

It has completed funded research projects in:

- Barriers and Facilitators to the promotion of women
- Role of men in the promotion of gender equality
- Prostitution in Ireland
- Alternative Families

### **Information on Lockers**

For lockers, contact Norman Richardson, Room 2029, Arts Building (near Security Desk), Trinity College  
Tel: 896 1771, Hours: 9.15 - 5.00pm

### **Codes for access doors**

Hamilton entrance: CZ1972

Seminar room: C67890