

# UNDERGRADUATE HANDBOOK

## SOCIOLOGY

2012-13



Trinity College  
University of Dublin

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## **1. DISCLAIMER**

**Please note that the General Regulations have primacy over departmental handbook information. Always consult the College Calendar for accuracy.**

*‘During the registration process, all students must sign their registration form to confirm, among other things, that they have received a copy of the Board’s general regulations for students and that they are applying for registration in accordance with the provisions of such regulations. Students must ensure that they are familiar with both the general regulations and the more detailed school or department regulations.*

*In the event of any conflict or inconsistency between the General Regulations and school, department or course handbooks, the provisions of the general regulations shall prevail’.*

(§13, H4, College Calendar 2011-12)

## **2. STAFF MEMBERS**

Head of School of Social Sciences and Philosophy: Prof. James Wickham, [jwickham@tcd.ie](mailto:jwickham@tcd.ie)  
School Administrator: Martin Hooper, [hooperm@tcd.ie](mailto:hooperm@tcd.ie)

Head of Department of Sociology: Dr. Ronit Lentin, [rlentin@tcd.ie](mailto:rlentin@tcd.ie)

Executive Officer: [socio@tcd.ie](mailto:socio@tcd.ie)

Erasmus/International Exchange Office Assistant: Maja Halilovic-Pastuovic, [socio@tcd.ie](mailto:socio@tcd.ie)

BESS/PPES Coordinator: Dr. Barbara Bradby, [bbradby@tcd.ie](mailto:bbradby@tcd.ie)

SocSocPol Representative: Dr. David Landy, [dlandy@tcd.ie](mailto:dlandy@tcd.ie)

Erasmus and Visiting Student Coordinator: Dr. Daniel Faas, [daniel.faas@tcd.ie](mailto:daniel.faas@tcd.ie)

To view a complete list of staff members in the Department of Sociology, please go to:  
<http://www.tcd.ie/sociology/staff/>

## **3. DEPARTMENT OF SOCIOLOGY OFFICE**

The Department of Sociology Office is located on the third floor at 3 College Green and is open daily 10:30-12:00 and 14:30-16:00. The contact details for the Office are:

Telephone: (01) 896 2701

Fax: (01) 677 1300

Web: <http://www.tcd.ie/sociology/>

Email: [socio@tcd.ie](mailto:socio@tcd.ie)

A campus map is available at: <http://www.tcd.ie/Maps/assets/pdf/tcd-campus.pdf>

#### **4. ACADEMIC YEAR**

##### **Michaelmas Term:**

Monday 17 <sup>th</sup> September	Fresher's Week Begins
Monday 24 <sup>th</sup> September	Teaching Begins
Monday 5 <sup>th</sup> November	Study Week
Friday 14 <sup>th</sup> December	Teaching Ends

##### **Hilary Term:**

Monday 14 <sup>th</sup> January	Teaching Begins
Monday 25 <sup>th</sup> February	Study Week
Friday 5 <sup>th</sup> April	Teaching Ends

##### **Trinity Term:**

Monday 29 <sup>th</sup> April	Annual Examinations Begin
Friday 24 <sup>th</sup> May	Annual Examinations End
Monday 26 <sup>th</sup> August	Supplemental Examinations Begin
Friday 6 <sup>th</sup> September	Supplemental Examinations End

Erasmus and Visiting Students who are at Trinity College for Hilary Term only or a full-year are required to take part in the Annual Examinations in the same way as regular Trinity students and must remain in residence until the end of the examination period.

The latest essay submission date for Michaelmas Term is Monday 14<sup>th</sup> January 2013 but please consult your individual lecturers and module outlines for exact deadlines.

## 5. OVERVIEW OF DEGREE PROGRAMMES

You can study Sociology either within the Business, Economic and Social Studies programme (**BESS**), Two Subject Moderatorship programme (**TSM**), Sociology and Social Policy programme (**SocSocPol**) or Philosophy, Political Science, Economics and Sociology (**PPES**). Each programme has a specific set of module requirements as listed below.

All Michaelmas Term modules are assessed by means of essays and other types of coursework (such as individual or group presentations) and all Hilary Term modules primarily, if not exclusively, by three-hour written examinations in May.

### **BESS module choices**

In the Junior Freshman (first) year, you must take **six modules**. Each module has 10 ECTS credits. The following five modules are mandatory:

BU1510	<a href="#">Introduction to Organisation Management</a>
EC1010	<a href="#">Introduction to Economics</a>
EC1030	<a href="#">Mathematics and Statistics</a>
PO1600	<a href="#">Introduction to Political Science</a>
SO1310	<a href="#">Introduction to Sociology</a>

In addition, you choose **one** of the following: FR1040 [French](#), GR1004 [German](#), SP1018 [Spanish](#), RU1500 [Russian](#), RU 1061 Introduction to Central, East European and Russian area studies, PL1500 [Polish](#), LA1240 [Introduction to Law](#), or SS1765 [Social Policy Concepts/The Irish Welfare State](#).

In the Senior Freshman (second) year, you must choose modules equivalent to 60 ECTS credits from the following list. Each module has 10 ECTS credits with the exception of SS2139 and, subject to programme requirements, may be taken in conjunction with a Broad Curriculum course (5 ECTS) offered under the auspices of the Broad Curriculum:

BU2511a+b	Management 1 – <a href="#">Organisational Behaviour</a> / <a href="#">Marketing Management</a>
BU2520a+b	Management 2 – <a href="#">Introduction to Accounting</a> / <a href="#">Financial Analysis</a>
BU2541a+b	<a href="#">Introduction to Finance</a> / <a href="#">Introduction to Operations Management</a>
EC2010	<a href="#">Intermediate Economics</a>
EC2020	<a href="#">Economy of Ireland</a>
EC2030	<a href="#">The Economics of Public Policy</a>
EC2040	<a href="#">Mathematics and Statistical Methods</a>
SO2310	<a href="#">Introduction to Social Research</a>
SO2330	<a href="#">European Societies</a>
SO2342	<a href="#">Gender, Culture and Society</a>
PO2610	<a href="#">History of Political Thought</a>
PO2640	<a href="#">International Relations</a>
PO2650	<a href="#">Comparative Politics</a>

SS2750	Social Security Policy
SS2760	Health Policy
SS2770	Housing Policy
SS2780	Crime and Irish Society
SS2767	<a href="#">Irish Social Policy 1</a>
SS2785	<a href="#">Irish Social Policy 2</a>
SS2139	<a href="#">Introduction to Family Law</a> (5 ECTS)
LA2012	Aspects of Irish Law in a European Perspective
FR2040	French 2 (only for those who took FR1010)
GR2004	German 2 (only for those who took GR1004)
PL2500	Polish 2 (only for those who took PL1500)
RU2500	Russian 2 (only for those who took RU1500)
SP2021	Spanish 2 (only for those who took SP1018)
PI1001	<a href="#">Central Problems in Philosophy</a>
PI2006	<a href="#">Logic and Philosophy of Science</a>
PI2002	<a href="#">History of Philosophy II</a>
BC	<a href="#">Broad Curriculum Course</a>

Programme requirements:

Sociology (single honour) SO2310, SO2330, SO2342

Sociology (joint honour) SO2310 and at least one of SO2330, SO2342

In the Junior Sophister (third) year, you must take **six modules** – the programme requirements for your chosen degree programme and sufficient optional modules to make up the number. Note the prerequisites for some of the modules:

Module		Prerequisites
BU3510	<a href="#">Marketing Management</a>	BU2510
BU3530	<a href="#">Financial and Management Accounting</a>	BU2520
BU3541	<a href="#">Applied Finance</a>	BU2520
BU3550	<a href="#">Organisation Theory and Change</a>	BU1510
BU3560	<a href="#">Operations Management: Theory and Practice</a>	None
BU3570	<a href="#">Human Resource Management</a>	BU1510
BU3590	<a href="#">Business in Society</a>	None
EC3010	<a href="#">Economic Analysis</a>	EC2010
EC3021	<a href="#">Money and Banking</a>	EC2010
EC3030	<a href="#">European Economy</a>	EC2010
EC3040	<a href="#">Economics of Less Developed Countries</a>	None
EC3050	<a href="#">Investment Analysis</a>	EC2010, EC 2040
EC3060	<a href="#">Economics of Policy Issues</a>	None
EC3071	<a href="#">Industrial Economics: Competition, Strategy and Policy</a>	EC2010
EC3080	<a href="#">Mathematical Economics</a>	EC2040
EC3090	<a href="#">Econometrics</a>	EC2040

PO3600	<a href="#">Research Methods for Political Scientists</a>	None
PO3630	<a href="#">Irish Politics</a>	None
PO3650	<a href="#">Government and Politics of the United States</a>	None
PO3670	<a href="#">Democracy and Development</a>	None
PO3680	<a href="#">European Union Politics</a>	None
SO3201	<a href="#">Social Theory and Social Inequality</a>	None
SO3230	<a href="#">Globalisation and Development</a>	None
SO3240	<a href="#">Researching Society</a>	None
SO3250	<a href="#">Race, Ethnicity and Identity</a>	None
SS3380	<a href="#">Comparative Welfare States</a>	None
SS3390	Crime and Social Policy	None
SS3400	Families and Family Policy	None
LA3446	Company Law	LA1240, LA2012
LA3439	Public International Law	None
LA3445	Commercial Law	LA1240, LA2012

Programme requirements:

Sociology (single and joint honour): Three of the four offered Sociology modules. Students writing a dissertation in fourth year are strongly encouraged to take SO3240.

In the Senior Sophister (fourth) year, you must take **four modules**, each worth 15 ECTS:

Module		Prerequisites
BU4510	<a href="#">International Business</a>	None
BU4522	<a href="#">Exploring Organisational Experience</a>	None
BU4530	<a href="#">Financial Reporting and Analysis</a>	BU3530
BU4541	<a href="#">Financial Markets and the Corporate Sector</a>	EC2010, BU3530, BU3541 or EC3050
BU4550	<a href="#">Advances in Marketing Theory and Practice</a>	BU3510
BU4560	<a href="#">Managing Nonprofit Organisations</a>	None
BU4600	<a href="#">International Finance and Risk Management</a>	None
BU4610	<a href="#">Entrepreneurship: A commercial and social perspective</a>	None
EC4010	<a href="#">Economic Theory</a>	EC3010 and one of EC3080 or EC3090
EC4020	<a href="#">The World Economy</a>	EC2010
EC4041	<a href="#">Development Economics</a>	EC2010
EC4051	<a href="#">Economics of Financial Markets</a>	EC3010 or EC3050 and EC2040
EC4060	<a href="#">Transport Economics</a>	EC2010
EC4090	<a href="#">Quantitative Methods</a>	EC3080 and EC3090
EC4100	<a href="#">International Economics</a>	EC2010
EC4110	<a href="#">Monetary Thought and Policy</a>	EC2010
EC4120	<a href="#">Economic and Legal Aspects of Competition Policy</a>	None

EC4130	<a href="#">Economics Dissertation</a>	None
PO4600	<a href="#">Research Seminar</a>	PO3600
PO4610	<a href="#">Contemporary Political Theories</a>	PO2610
PO4670	<a href="#">Political Parties</a>	None
PO4690	<a href="#">Issues in Contemporary Politics</a>	None
PO4700	<a href="#">Contemporary International Relations</a>	PO2640
PO4710	<a href="#">African Politics</a>	None
PO4720	<a href="#">Comparative Political Reform</a>	None
PO4730	<a href="#">The Politics of Inequality</a>	None
SO4200	<a href="#">Sociology Dissertation</a>	None
SO4230	<a href="#">Economic Sociology of Europe</a>	None
SO4253	<a href="#">Conflict Studies</a>	None
SO4291	<a href="#">Popular Culture and Digital Lives</a>	None
SO4292	<a href="#">Migration</a>	None
SS4722	<a href="#">Poverty, Inequality and Redistribution</a>	None

**Programme requirements:**

Sociology (single honour): SO4200 and three of SO4230, SO4253, SO4291, SO4292, SS4722

Sociology (joint honour): Two of SO4200, SO4230, SO4253, SO4291, SO4292, SS4722

**TSM module choices**

In the Junior Freshman (first) year, you will take **three modules** as listed in the table below. TSM students taking the combination Sociology and Economics do not take Introduction to Economic Policy but instead take ‘Social Policy Concepts/The Irish Welfare State’ run by the School of Social Work and Social Policy (<http://www.socialwork-socialpolicy.tcd.ie/>).

SO1310/11	<a href="#">Introduction to Sociology</a>
EC1040	<a href="#">Introduction to Economic Policy</a>
PO1600	<a href="#">Introduction to Political Science</a>

In the Senior Freshman (second) year, you must take all **three modules** listed below:

SO2310	<a href="#">Introduction to Social Research</a>
SO2330	<a href="#">European Societies</a>
SO2342	<a href="#">Gender, Culture and Society</a>

In the Junior Sophister (third) year, TSM Pattern A (two subjects in fourth year) and TSM Pattern B (one subject in fourth year) students are required to take *three* of the four modules listed in the table below. Students writing a dissertation in fourth year are strongly encouraged to take SO3240. Modules are assessed by both coursework and examination. All students are required to take the annual examination in each module studied.

SO3201	<a href="#">Social Theory and Social Inequality</a>
SO3230	<a href="#">Globalisation and Development</a>
SO3240	<a href="#">Researching Society</a>
SO3250	<a href="#">Race, Ethnicity and Identity</a>

In the Senior Sophister (fourth) year, TSM Pattern A students must take any *two* modules to obtain their required 30 ECTS. TSM Pattern B students must take SO4200 and *three* other modules to obtain their required 60 ECTS.

SO4200	<a href="#">Sociology Dissertation</a>
SO4230	<a href="#">Economic Sociology of Europe</a>
SO4253	<a href="#">Conflict Studies</a>
SO4291	<a href="#">Popular Culture and Digital Lives</a>
SO4292	<a href="#">Migration</a>

### **SocSocPol module choices**

In the Junior Freshman (first) year, you will take PO1600, SO1311, SS1765, *one* of either EC1010 or EC1040 plus *two* of the remaining modules only one of which can be a language module (EC1030, FR1040, GR1004, PL1500, RU1061, RU1500, LA1240, SS1730), each worth 10 ECTS as listed in the following table:

PO1600	<a href="#">Introduction to Political Science</a>
SO1311	<a href="#">Introduction to Sociology</a>
SS1765	<a href="#">Social Policy Concepts / The Irish Welfare State</a>
EC1010	<a href="#">Introduction to Economics</a>
EC1030	<a href="#">Mathematics and Statistics</a>
EC1040	<a href="#">Introduction to Economic Policy</a>
EC1030	<a href="#">Mathematics and Statistics</a>
FR1040	French language
GR1004	German language
PL1500	Polish language
RU1500	Russian language
LA1240	<a href="#">Introduction to Law</a>
SS1730	Introduction to Psychology

In the Senior Freshman (second) year, you will take SO2310, SS2767, SS2785, *one* of either SO2330 or SO2342, *one* of either EC2020 or EC2030, and *one* elective module (FR2040, GR2004, PL2500, RU2500, PO2610, PO2640, PO2650, SO2330, SO2342, SS2139), each worth 10 ECTS as listed in the following table:

EC2020	<a href="#">Economy of Ireland</a>
EC2030	<a href="#">The Economics of Public Policy</a>

SO2310	<a href="#">Introduction to Social Research</a>
SO2330	<a href="#">European Societies</a>
SO2342	<a href="#">Gender, Culture and Society</a>
PO2610	<a href="#">History of Political Thought</a>
PO2640	<a href="#">International Relations</a>
PO2650	<a href="#">Comparative Politics</a>
SS2750	Social Security Policy
SS2767	<a href="#">Irish Social Policy 1</a>
SS2785	<a href="#">Irish Social Policy 2</a>
FR2040	French language
GR2004	German language
PL2500	Polish language
RU2500	Russian language
SS2139	<a href="#">Introduction to Irish Family Law</a> (5ECTS)

In the Junior Sophister (third) year, you will take any *two* modules marked with ‘SO’, SS3380 (mandatory), *one* of either SS390 or SS3400, and *two* other modules (EC3040, EC3060, LA3435, LA3439, PO3630, PO3650, PO3670, PO3680), each worth 10 ECTS, to make up your total of 60 ECTS required:

Module		Prerequisites
EC3040	<a href="#">Economics of Less Developed Countries</a>	None
EC3060	<a href="#">Economics of Policy Issues</a>	None
SO3201	<a href="#">Social Theory and Social Inequality</a>	None
SO3230	<a href="#">Globalisation and Development</a>	None
SO3240	<a href="#">Researching Society</a>	None
SO3250	<a href="#">Race, Ethnicity and Identity</a>	None
PO3630	<a href="#">Irish Politics</a>	None
PO3650	<a href="#">Government and Politics of the United States</a>	None
PO3670	<a href="#">Democracy and Development</a>	None
PO3680	<a href="#">European Union Politics</a>	None
SS3400	Families and Family Policy	None
SS3380	Comparative Welfare States	None
SS3390	Crime and Social Policy	None
LA3435	Public Interest Law	LA1240
LA3439	Public International Law	LA1240

Students are required to submit a dissertation at the end of the Senior Sophister (fourth) year. You are strongly encouraged to take SO3240 in preparation for your dissertation.

In the Senior Sophister year, you must take SO4200, SS4722, and *two* other modules (SO4230, SO4253, SO4291, SO4292, SS4820) from the table below to obtain 60 ECTS. Each module is worth 15 ECTS:

SO4200	<a href="#">Sociology Dissertation</a>
SO4230	<a href="#">Economic Sociology of Europe</a>
SO4253	<a href="#">Conflict Studies</a>
SO4291	<a href="#">Popular Culture and Digital Lives</a>
SO4292	<a href="#">Migration</a>
SS4722	<a href="#">Poverty, Inequality and Redistribution</a>
SS4820	Ageing and Dementia

### PPES module choices

In the Junior Freshman (first) year, you will take **six modules** from within all four subjects: Economics, Philosophy, Political Science, and Sociology.

PI1001	<a href="#">Central Problems in Philosophy</a>
PI1002	<a href="#">History of Philosophy I</a>
PO1600	<a href="#">Introduction to Political Science</a>
EC1010	<a href="#">Introduction to Economics</a>
EC1030	<a href="#">Mathematics and Statistics</a>
SO1310/11	<a href="#">Introduction to Sociology</a>

In the Senior Freshman (second) year, you choose three of the four subjects and you take a total of **six modules**. You might choose to take Economics, Philosophy and Political Science *or* Economics, Philosophy and Sociology *or* Economics, Political Science and Sociology *or* Philosophy, Political Science and Sociology.

PI2002	<a href="#">History of Philosophy II B</a>
PI2006	<a href="#">Philosophy of Science and Logic B</a>
PO2610	<a href="#">History of Political Thought</a>
PO2640	<a href="#">International Relations</a>
PO2650	<a href="#">Comparative Politics</a>
EC2010	<a href="#">Intermediate Economics</a>
EC2040	<a href="#">Mathematics and Statistical Methods</a>
SO2310	<a href="#">Introduction to Social Research</a>
SO2330	<a href="#">European Societies</a>
SO2342	<a href="#">Gender, Culture and Society</a>

### Programme requirements:

Philosophy:	PI2002 and PI2006
Political Science:	Two of PO2610, PO2640 or PO2650
Economics:	EC2010 and EC2040
Sociology:	SO2310, and one of SO2330 or SO2342

In the Junior Sophister (third) year, if you intend to take a single subject in your Senior Sophister year, you may take four modules from that subject and two modules from your

second subject; but note that if you do this you cannot take joint honours in your Senior Sophister year. Otherwise (if you are doing joint honours), you must take six modules, three from two subjects and meet the programme requirements.

PI3002	<a href="#">Political Philosophy</a>
PI3003	<a href="#">Topics in Ancient Philosophy</a>
PI3004	<a href="#">Topics in Psychological Philosophy</a>
PI3006	<a href="#">Topics in Analytic Philosophy</a>
PI3007	<a href="#">Moral Philosophy</a>
PI3008	<a href="#">Philosophy of Religion</a>
PI3009	<a href="#">Logic and Philosophy</a>
PI3013	<a href="#">Topics in Continental Philosophy</a>
PO3600	<a href="#">Research Methods for Political Scientists</a>
PO3630	<a href="#">Irish Politics</a>
PO3650	<a href="#">Government and Politics of the United States</a>
PO3670	<a href="#">Democracy and Development</a>
PO3680	<a href="#">European Union Politics</a>
EC3010	<a href="#">Economic Analysis</a>
EC3021	<a href="#">Money and Banking</a>
EC3030	<a href="#">The European Economy</a>
EC3040	<a href="#">Economics of Less Developed Countries</a>
EC3050	<a href="#">Investment Analysis</a>
EC3060	<a href="#">Economics of Policy Issues</a>
EC3071	<a href="#">Industrial Economics: Competition, Strategy and Policy</a>
EC3080	<a href="#">Mathematical Economics</a>
EC3090	<a href="#">Econometrics</a>
SO3201	<a href="#">Social Theory and Social Inequality</a>
SO3230	<a href="#">Globalisation and Development</a>
SO3240	<a href="#">Researching Society</a>
SO3250	<a href="#">Race, Ethnicity and Identity</a>

Programme requirements:

Philosophy (single and joint honours): Three of the philosophy modules

Political Science (single honours): PO3600, and two other political science modules

Political Science (joint honours): Three of the political science modules

Economics (single honours): EC3010, EC3090, one other economics module

Economics (joint honours): Three of the economics modules, of which at least one must be drawn from EC3010, EC3021, EC3060, EC3090

Sociology (single and joint honours): Three of the sociology modules. Students writing a dissertation in fourth year are strongly encouraged to take SO3240.

In the Senior Sophister (fourth) year, you may choose to continue with both subjects (joint honours) or specialise in just one of Economics, Philosophy, Political Science or Sociology

(single honours). In the majority of subjects you have the option to write a dissertation as part of your final degree.

PI4007	<a href="#">Psychology/Philosophy</a>
PI4024	<a href="#">Ancient Philosophy</a>
PI4028	<a href="#">Philosophy of Language</a>
PI4029	<a href="#">Ethics</a>
PI4032	<a href="#">Phenomenology</a>
PI4017	Epistemology
PI4042	Metaphysics
PI4025	Post Kantian Philosophy
PO4600	<a href="#">Research Methods for Political Scientists</a>
PO4610	<a href="#">Contemporary Political Theories</a>
PO4670	<a href="#">Political Parties</a>
PO4690	<a href="#">Issues in Contemporary Politics</a>
PO4700	<a href="#">Contemporary International Relations</a>
PO4710	<a href="#">African Politics</a>
EC4010	<a href="#">Economic Theory</a>
EC4020	<a href="#">The World Economy</a>
EC4041	<a href="#">Development Economics</a>
EC4051	<a href="#">Economics of Financial Markets</a>
EC4060	<a href="#">Transport Economics</a>
EC4090	<a href="#">Quantitative Methods</a>
EC4100	<a href="#">International Economics</a>
EC4120	<a href="#">Economic and Legal Aspects of Competition Policy</a>
EC4130	<a href="#">Economics Dissertation</a>
SO4200	<a href="#">Sociology Dissertation</a>
SO4230	<a href="#">Economic Sociology of Europe</a>
SO4253	<a href="#">Conflict Studies</a>
SO4291	<a href="#">Popular Culture and Digital Lives</a>
SO4292	<a href="#">Migration</a>

**Programme requirements:**

Philosophy (single honours): General exam paper (10 ECTS), dissertation (20 ECTS) plus six research seminars (5 ECTS each)

Philosophy (joint honours): *Either* dissertation (20 ECTS) and two research seminars (5 ECTS each) *or* four research seminars (5 ECTS each) plus general exam paper (10 ECTS)

Political Science (single honours): PO4600, PO4690 plus two other political science modules

Political Science (joint honours): Two of the political science modules (not PO4600)

Economics (single honours): EC4010 and three other economics modules

Economics (joint honours): Two of the economics modules (not EC4130)

Sociology (single honours): SO4200 and three other sociology modules

Sociology (joint honours): Two of the sociology modules

## 6. ECTS

ECTS is the European Credit Transfer and Accumulation System, which facilitates standardization of university education across Europe with work of equal worth getting the equivalent amount of ECTS.

All modules have an ECTS measure allocated to them and the standard undergraduate module value at TCD is 10 ECTS for first, second and third year modules and 15 ECTS for fourth year modules. All modules are semesterised.

The normal annual workload at Trinity College is 60 ECTS.

Students going abroad on **Erasmus and non-EU international exchanges** also take modules to the equivalent of 60 ECTS, especially when these are offered through English. The minimum requirement for a full-year exchange is 45 ECTS and 22.5 ECTS for half a year abroad. Students are strongly advised to take more than the minimum 45 ECTS in case of failure in some elements.

TSM students participating in a full year exchange must obtain a minimum 22.5 credits in each subject in order to rise with their year; TSM students participating in a half-year exchange must obtain a minimum of 10 ECTS in each subject while abroad (and 15 ECTS in each subject in the semester they are in Trinity).

## 7. MODULE CHOICE REGISTRATION

Before you proceed into Senior Freshman, Junior Sophister and Senior Sophister year, you are required to register your module choices. Completed module choice forms must be returned to the Department of Sociology Office by the date that will be advised to you (usually mid-April). The lecture timetable for the new academic year will be arranged during the summer months on the basis of the module choices submitted. Students are advised to consider carefully their module choices before submitting them to the Sociology department.

## 8. E-MAIL CORRESPONDENCE

All email correspondence from the Department of Sociology will be sent to TCD email addresses only. There may be occasions where staff need to re-schedule meetings and classes and it is therefore imperative to **check your email daily** as part of your work routine.

## 9. SOCIOLOGY MODULE OUTLINES

The following pages give you a detailed outline of each of the modules available in Sociology. Generally, in first year (Junior Freshman), we aim to show you something of what Sociology as an empirical discipline can reveal about contemporary society. Second year modules build on this foundation and provide a framework for understanding social change and inequality in the world today. One module introduces the main methods of social research, concentrating on the practical skills needed to carry out research. Third and fourth year modules are more thematic and make more use of seminars and workshops. You start to acquire specialist sociological skills and tackle particular areas of the discipline.

If you are taking Sociology as a major component of your degree you must also do an undergraduate dissertation. This gives you a chance to carry out research on a topic of your choice. It is perhaps the single most exciting part of your degree.

The generic **skills and competencies sociology graduates should possess** in addition to the content knowledge of your respective degree programme include:

- (a) the ability to critically read and analyse written texts as well as numerical data and graphs;
- (b) the ability to express your ideas well in written and spoken form and to apply concepts and ideas to different contexts;
- (c) teamwork, peer-evaluation, self-evaluation and intercultural competencies to operate in an increasingly globalised world;
- (d) research skills to explore contemporary society and to allow you to put theoretical concepts into practice;

These skills and competences are reflected in the module outlines, learning objectives and different assessment techniques below.

<b>Title:</b>	<b>SO1310/1311 Introduction to Sociology (10 ECTS)</b>
<b>Module Content/Outline:</b>	<p>This module introduces students to the distinctive questions that sociologists ask about human society, and the theories and concepts used in the search for answers.</p> <p>It examines major themes such as multiculturalism and citizenship; migration and immigrant incorporation; racism, identities and education; the changing role of families; the changing nature of work; the emergence of knowledge economies; network societies; social inequalities and change; gender; the social construction of reality; and classical social theory.</p> <p>The themes are pursued in relation to Ireland, Europe and processes of globalisation.</p>
<b>Lecturer(s):</b>	<b>Dr Anne Holohan and Dr Daniel Faas</b>
<b>Learning Objectives:</b>	<p>Students successfully completing the module should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a general knowledge of Sociology as a discipline, outline the chronology of the main periods of development of human society, and recognise the canonical theorists referred to in the module;</li> <li>• discuss and engage in key sociological topics such as migration and education, and explain why these themes have attracted the interest of sociologists and what the main challenges are;</li> <li>• outline the main arguments of key social theorists and key ideas and required material from readings featured in the module;</li> <li>• select and apply social theories to real world social phenomena and assess the strengths and weaknesses of the selected theories in relation to particular phenomena;</li> <li>• articulate an informed and independent argument in essays, discussions and examination questions;</li> <li>• compare and contrast the main quantitative and qualitative methods including questionnaires and focus groups and their potential roles in the research process;</li> <li>• recognise which methods to use in research situations and explain the reasoning for that selection.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	One lecture and one tutorial per week
<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 20 hrs; Exams/assignments: 80 hrs; Self-study: 80-120 hrs. Total: 250 hours.
<b>Recommended Texts/ Key Reading:</b>	<p><b>The main textbook recommended for purchase is:</b>  Macionis J. and K. Plummer (2008) <i>Sociology: A Global Introduction</i>, Harlow: Pearson Education/Prentice Hall Europe (4<sup>th</sup> edition).</p> <p><b>Additional chapters assigned will be taken from:</b></p>

	<p>Fulcher, J. and J. Scott (2007) <i>Sociology</i>, Oxford: Oxford University Press, 3<sup>rd</sup> edition (especially the chapters on identities)</p> <p>Tovey, H., P. Share, and M.P. Corcoran (2007) <i>A Sociology of Ireland</i>, Dublin: Gill and Macmillan (3<sup>rd</sup> edition).</p> <p>All other resources (i.e., journal articles and book chapters) will be on reserve in the library and/or on WebCT in folder SO1310/1311. The WebCT folder is updated regularly (<a href="http://webct.tcd.ie">http://webct.tcd.ie</a>).</p>
<b>Assessment</b>	<p>Essay (20%)</p> <p>Annual exam (80%)</p> <p>Attendance at tutorials is compulsory. Failure to attend at least half of the tutorials will automatically result in a 10% deduction from the overall module grade.</p>
<b>Date for submission</b>	December 2011 (essay)
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade</b>
<b>Examination</b>	1 x 3-hour end-of-year examination

<b>Title:</b>	<b>SO2310 Introduction to Social Research (10 ECTS)</b>
<b>Module Content/Outline:</b>	This module is designed to introduce students to the principles and methods of quantitative (Part I) and qualitative research (Part II). This module has several primary objectives: one goal is to familiarise students with the different methods employed in quantitative and qualitative research. The second is to provide a number of practical, applied tools during the course of the two semesters and to give students an opportunity to practice and implement these tools. The fourth is to read and discuss work by quantitative and qualitative researchers, especially focusing on the lessons they learned and the challenges they faced. The final goal is to help students understand how to move from project design, to project implementation, to data analysis and reporting in both quantitative and qualitative research.
<b>Lecturer(s):</b>	<b>Dr Anne Holohan and Antje Roeder</b>
<b>Learning Objectives:</b>	Students successfully completing the module should be able to: <ul style="list-style-type: none"> <li>• describe the range of tools used in quantitative and qualitative social research;</li> <li>• select and apply appropriate research methods for investigating social phenomena;</li> <li>• assess the strength and weaknesses of selected methodologies;</li> <li>• collect, analyse and report quantitative and qualitative data appropriately;</li> <li>• summarise and critically discuss sociological research reports and publications.</li> </ul>
<b>Lectures &amp;Tutorials/ Contact hours:</b>	Two lectures and one tutorial per week
<b>Workload:</b>	Lectures: 40 hrs; Tutorials: 20 hrs; Exams/assignments: 60 hrs; Self-study: 80-120 hrs. Total: 250 hours.
<b>Recommended Texts/ Key Reading:</b>	<p><b>The main textbook recommended for purchase is:</b> Bryman, A. (2008) <i>Social Research Methods</i>, Oxford: Oxford University Press (3<sup>rd</sup> edition).</p> <p><b>Other key texts:</b> Babbie, E. (2007) <i>The Practice of Social Research</i>, 11<sup>th</sup> ed., Thousand Oaks: Wadsworth. De Vaus, D.A. (2002) <i>Surveys in Social Research</i>, 5<sup>th</sup> ed., Crows Nest: Allen &amp;Unwin Scheper-Hughes, Nancy (2001) <i>Saints, Scholars and Schizophrenics</i>, Berkeley: University of California Press. Whyte, William (1993) <i>Street Corner Society: Social Structure of an Italian Slum</i>. Chicago: University of Chicago Press. Hochschild, Arlie (2003) <i>The Second Shift</i> London: Penguin.</p>



<b>Title:</b>	<b>SO2330 European Societies (10 ECTS)</b>
<b>Module Content/Outline:</b>	This module examines different forms of social inequality in Western Europe – the divisions of finance, class, region, gender and ethnicity. It considers the extent to which the European Union involves a European social model of social cohesion and social inclusion – a particularly European way of countering the divisions of a market society. The module uses case studies from France, Germany, Italy, Poland, Sweden and the UK. It concludes with a discussion of European identity and citizenship.
<b>Lecturer(s):</b>	<b>Prof James Wickham</b>
<b>Learning Objectives:</b>	On successful completion of this module, you will be able to: <ul style="list-style-type: none"> <li>• outline the main sociological theories of social structure relevant to contemporary Europe;</li> <li>• describe and explain the main differences in social structure between some major European societies (France, Germany, Italy, Poland, Sweden and the UK);</li> <li>• assess the main debates about the development of the European Union and European society.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	Two lectures and one tutorial per week.
<b>Workload:</b>	Lectures: 44 hrs; Tutorials: 22 hrs; Exams/assignments: 44 hrs; Self-study: 100-140 hrs. Total: 250 hours.
<b>Recommended Texts/ Key Reading:</b>	Mau, S. and Verwiebe, R. (2010) <i>European Societies: Mapping structure and change</i> , Bristol: Policy Press.
<b>Assessment</b>	Coursework (50%) Annual exam (50%)
<b>Dates for submission</b>	TBA
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade</b>
<b>Examination</b>	1 x 3-hour examination

<b>Title:</b>	<b>SO2342 Gender, Culture and Society (10 ECTS)</b>
<b>Module Content/Outline:</b>	<p>The first half of the module starts from a central question posed by feminist anthropologists: whether patriarchy, or the subordination of women, is a universal feature of social organisation. It pursues this and other questions through work on relations between men and women in diverse societies – the Australian Aborigines, the Trobriand Islanders, contemporary Morocco, the Andean peoples of Peru and Bolivia, as well as other case-studies.</p> <p>The second half of the year takes anthropology into modern, urban society through the study of ‘subcultures’, starting with the ‘Chicago school’ in the 1920s, through to the more Marxist approach of British subcultural theory, and on to work on ‘postsubcultures’ in the last decade. Subcultural theory has emphasised the use of the body as ‘spectacle’, and this notion of the body is interrogated in a section of the module that examines sociological notions of ‘embodiment’ and the resurgence of the senses and emotions within sociological theory. Finally, ‘critical’ approaches to the body in society are contrasted with the ‘descriptive’ work of conversation analysis through some contemporary case studies of what is going on in encounters between professional service workers on the body and their clients.</p>
<b>Lecturer(s):</b>	<b>Dr Barbara Bradby</b>
<b>Learning Objectives:</b>	<p>On successful completion of the module, you will be able to:</p> <ul style="list-style-type: none"> <li>• outline the variety of gender arrangements in different societies;</li> <li>• explain how theories of gender as a social arrangement differ from notions of gender as a natural attribute;</li> <li>• discuss structuralist theories of the subordination or exchange of women, and assess them critically in the light of evidence of women’s agency;</li> <li>• assess ways in which researchers influence the field they claim to be studying, and about researcher reflexivity in relation to gender.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	Two lectures and one tutorial per week; additional hours for viewing of visual material.
<b>Workload:</b>	Lectures: 40 hrs; Tutorials: 20 hrs; Exams/assignments: 60 hrs; Self-study: 80-120 hrs. Total: 250 hours.
<b>Recommended Texts/ Key Reading:</b>	<p>Moore, H. (1988), <i>Feminism and Anthropology</i>, Polity Press</p> <p>Brettell, C.B. and C.F. Sargent (2000) <i>Gender in Cross-Cultural Perspective</i>, Prentice Hall</p> <p>Gelder, K. and S. Thornton (eds.) (2005) <i>The Subcultures Reader</i>, Routledge</p>

	<p>Shilling, C. (2003) <i>The Body and Social Theory</i>, London: Thousand Oaks.</p> <p>Bendelow, G. and S. Williams (1998) <i>The Lived Body: Sociological Themes, Embodied Issues</i>, London: Routledge.</p>
<b>Assessment</b>	<p>First half of the year is assessed by group seminar facilitation (10%) and individual term essay (90%).</p> <p>Second half of the year is assessed by group seminar facilitation (10%) and individual exam (90%).</p>
<b>Dates for submission</b>	TBA
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade</b>
<b>Examination</b>	1 x 3-hour examination at end of year

<b>Title:</b>	<b>SO3201 Social Theory and Social Inequality (10 ECTS)</b>
<b>Module Content/Outline:</b>	<p>The module examines forms, causes and consequences of social inequality, a core area within sociology.</p> <p>The first part examines how classical social theorists understood social relations and social inequality. The class will look at the works of Marx, Weber, Durkheim and Simmel, relating their theories to contemporary issues. We will critically examine their often antagonistic ideas about capitalism and modernity, the individual and society, social conflict, and the nature of sociology.</p> <p>The second part looks specifically at how social inequality has developed in the last decades, the role of economic, political and cultural factors in this process and the consequences of inequality for social cohesion and well-being. This part also looks at the intergenerational transmission of social inequality.</p>
<b>Lecturer(s):</b>	<b>Dr David Landy and Dr Peter Mühlau</b>
<b>Learning Objectives:</b>	<p>On successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify key sociological themes;</li> <li>• define the key assumptions about humanity, knowledge and progress that underpinned them;</li> <li>• describe and analyse the centrality of social inequality for the classical sociological discourse;</li> <li>• critically discuss the conceptual and methodological tools for describing social inequalities;</li> <li>• describe and compare social inequalities within and between societies;</li> <li>• critically discuss and evaluate the evidence of theories of causes of social inequality;</li> <li>• critically discuss and evaluate the evidence of theories of consequences of social inequality</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	1-hour lecture, 1-hour tutorial per student per week
<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 20 hrs; Exams/assignments: 80 hrs; Self-study: 80-120 hrs. Total: 250 hours.
<b>Recommended Texts/ Key Reading:</b>	<p>Craib, I. (1997) <i>Classical Social Theory</i>. Oxford: Oxford University Press.</p> <p>McIntosh, I. (1997) <i>Classical Sociological Theory: A Reader</i>. Edinburgh: Edinburgh University Press.</p> <p>Ritzer G. (2008) <i>Modern Social Theory</i>, McGraw Hill</p> <p>Grutsky, D.B. (1994) <i>Social Stratification: Class, race and gender in sociological perspective</i>, Oxford: Westview Press</p> <p>Crompton, R. (2008) <i>Class and Stratification</i>, Polity Press.</p> <p>Wilkinson, R. and K. Pickett (2010) <i>The spirit level. Why equality is better for everyone</i>. Penguin Press.</p>

	Frank, R.H. and P.J. Cook (2010) <i>The winner-takes-all society</i> , Penguin Press.
<b>Assessment</b>	Part One of the Module will be assessed by course work (50%). Part Two of the Module will be assessed by exam (50%)
<b>Dates for submission</b>	TBA
<b>Penalties for late submission</b>	Without an authorised extension, the mark given will be lowered by one grade
<b>Examination</b>	1 x 3-hour end-of-year examination

<b>Title:</b>	<b>SO3230 Globalization and Development (10 ECTS)</b>
<b>Module Content/Outline:</b>	This module will be in two parts, the order of which is yet to be finalised. One part deals with theories of globalisation. The other part provides a critical commentary on the widespread notion that development and globalisation are processes that transfer western knowledge to traditional cultures. This module questions this way of putting things. On the one hand, it explores indigenous systems of knowledge (agricultural, ecological, medical, astronomical), which pose serious questions for western 'science'. On the other hand, it argues that the west has not simply exported 'science', 'knowledge' or 'development' to the rest of the world, but has less consciously exported a series of values, or a way of life, - in short - 'culture'. The module follows these ideas through a variety of areas: agriculture and rural development, religion and missionising, health and medicine, sport, tourism, and music.
<b>Lecturer(s):</b>	<b>Dr Barbara Bradby and Dr Anne Holohan</b>
<b>Learning Objectives:</b>	Students successfully completing this module will be able to: <ul style="list-style-type: none"> <li>• explain and assess controversies and debates around globalisation;</li> <li>• examine classical theories of development, and recent critical theories of 'post-development';</li> <li>• discuss case studies from a wide variety of social and cultural environments in developing countries, including case studies of interventionist development projects or 'aid';</li> <li>• critically discuss mainstream media and other discourses of 'poverty' and 'lack' as characterizing societies other than our own on the global level.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	1-hour lecture and 1-hour tutorial per week
<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 20 hrs; Exams/assignments: 40 hrs; Self-study: 120-160 hrs. Total: 250 hours.
<b>Recommended Texts/ Key Reading:</b>	Allen, T. and A. Thomas, <i>Poverty and Development into the 21<sup>st</sup> Century</i> (OUP 2001). Guthrie, D. <i>China and Globalization</i> (Routledge 2009). Gupta, D. <i>Can India Fly?</i> (Stanford University Press 2007). Sachs, W. <i>The Development Dictionary: A Guide to Knowledge and Power</i> (Zed Press 1992).
<b>Assessment</b>	Part One of the Module will be assessed by course work (50%). Part Two of the Module will be assessed by exam (50%)
<b>Dates for submission</b>	TBA
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade</b>
<b>Examination</b>	1 x 3-hour examination

<b>Title:</b>	<b>SO3240 Researching Society (10 ECTS)</b>
<b>Module Content/Outline:</b>	<p>This module provides students with the knowledge and practical skills necessary to pursue a wide range of social research. It serves both as a free-standing module and as preparation for students to conduct original research and complete a research dissertation in their Senior Sophister year.</p> <p>Part I of the module builds on the broad introduction to social research in second year, which explored the range of techniques employed in qualitative methods, overviewed basic methods of qualitative analysis and began the process of developing written arguments. In particular it will focus on designing and formulating a research project with corresponding sampling, data collection and analysis methods. This part of the module will also particularly focus on research proposal requirements.</p> <p>Part II of the module continues on from the introduction to quantitative methods in second year, which covered survey design, sampling, data collection techniques and basic descriptive analysis methods. The various stages of designing a quantitative research project are examined with particular focus on data analysis. As generalisations from the sample to the population are of key importance in quantitative research, statistical inference is introduced and inferential statistics are applied. This is accompanied by instruction in using SPSS software to analyse numerical data.</p>
<b>Lecturer(s):</b>	<b>Dr Elaine Moriarty, Antje Roeder and other staff</b>
<b>Learning Objectives:</b>	<p>Students successfully completing this module will be able to:</p> <ul style="list-style-type: none"> <li>• design a social research project;</li> <li>• formulate appropriate research questions;</li> <li>• select and justify the most appropriate research method to answer particular research questions;</li> <li>• discuss the advantages and disadvantages of various research methods;</li> <li>• distinguish and apply suitable types of analysis to varying research designs;</li> <li>• apply appropriate ethical standards to research design;</li> <li>• read and critically discuss published research.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	<p><b>Part I (Michaelmas Term): One lecture, one tutorial per student per week</b></p> <p><b>Part II (Hilary Term): One lecture, one bi-weekly tutorial, one computer lab per student per week</b></p>
<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 15 hrs; Labs: 10 hrs; Exams/ assignments: 60 hrs; Self-study: 145 hrs. Total: 250 hours.

<b>Recommended Texts/ Key Reading:</b>	Babbie, E. et al. (2011) <i>Adventures in Social Research</i> (7 <sup>th</sup> ed.), London: Sage. Gilbert, N. (ed) (2004) <i>Researching Social Life</i> , London: Sage. Marsh, C. And Elliott, J. (2008) <i>Exploring Data</i> , Cambridge: Polity Press. Seale, C. (ed) (2004) <i>Researching Society and Culture</i> (2nd ed.), London: Sage. Sapsford, R. (2007) <i>Survey Research</i> (2nd ed.), London: Sage.
<b>Assessment</b>  <b>Date for submission</b>  <b>Penalties for late submission</b>	Course work (70%): research proposal (Michaelmas Term, 30%); two portfolios of work (one per semester, 20% each) Annual Exam (30%)  TBA  <b>Without an authorised extension, the mark given will be lowered by one grade</b>
<b>Examination</b>	1 x 1.5 hour examination

<b>Title</b>	<b>SO3250 Race, Ethnicity and Identity (10 ECTS)</b>
<b>Module Content/Outline:</b>	<p>Part I of the module employs a race critical theory approach, where race, critique and theory constitute the possibilities of thinking each other. Students will gain an overview of various approaches to ‘race’ and learn to situate race, ethnicity, culture, identity and racism within social, political and economic processes, and in relation to other divisions such as nation and gender. The module examines recent developments in immigration, racism, and the politics of multiculturalism and integration, both in Ireland and in Europe. We will discuss the global construction of race and examine the intersection of race, colonial discourse and globalisation. We will also ask if it is possible to move ‘beyond race’ and look at the possibilities and the problems of anti-racism.</p> <p>Part II of the module explores the educational challenges arising from migration-related diversity including academic and policy responses. In our increasingly globalised world, and due to migration, identities are in a state of flux and constantly negotiated and renegotiated. The first three sessions of this module focus on different identity research traditions including developmental and social psychological research on the one hand and poststructuralist accounts of identity formation on the other. The next three sessions take a more empirical tone and outline major educational issues in old migration host countries like Germany and Britain, new migration destinations like Greece and Italy as well as Eastern European countries who only joined the EU a few years ago like Poland and Romania. The final set of three sessions focuses on Ireland (another new migration host) and also addresses national and EU policy responses to growing ethnic, cultural and religious diversity. This includes the EU Green paper on Migration and Mobility and the Irish Intercultural Education Strategy and Forum on Patronage. The module features a guest lecture by Dr. Merike Darmody (ESRI) on diversity in Irish schools.</p>
<b>Lecturer(s):</b>	<b>Dr David Landy and Dr Daniel Faas</b>
<b>Learning Objectives:</b>	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• critically theorise and contextualise race and ethnicity;</li> <li>• intersect race with culture, state, gender, nation, globalisation and the ‘war on terror’;</li> <li>• apply a race critical theory approach, and with particular reference to Ireland;</li> <li>• discuss recent socio-political developments in relation to immigration, asylum, racism and citizenship;</li> <li>• think creatively about how to address problems of racism in contemporary societies;</li> <li>• discuss attitudinal and poststructuralist approaches to the study of identities in educational and social</li> </ul>

	<p>research;</p> <ul style="list-style-type: none"> <li>• engage in contemporary policy debates around identity management and responses to migration-related diversity;</li> <li>• compare and contrast key debates in migration and education in old and new migration destination countries in Europe;</li> <li>• critically discuss key concepts such as identity, hybridity, integration, assimilation, multiculturalism and interculturalism;</li> <li>• enhance your writing, debating and PowerPoint presentation skills.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	<b>One lecture and one tutorial per week</b>
<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 20 hrs; Exams/assignments: 80 hrs; Self-study: 80-120 hrs. Total: 250 hours.
<b>Recommended Texts/ Key Reading:</b>	<p>Back, L. and J. Solomos (eds.) (2000) <i>Theories of Race and Racism</i>, London: Routledge.</p> <p>Essed, P. and D. T. Goldberg (eds.) (2002) <i>Race Critical Theories</i>, Oxford: Blackwell.</p> <p>Darmody, M., Tyrell, N. and Song, S. (eds.) (2011) <i>The Changing Faces of Ireland: Exploring the lives of immigrant and ethnic minority children</i>, Rotterdam: Sense Publishers.</p> <p>Faas, D. (2010) <i>Negotiating Political Identities: Multiethnic Schools and Youth in Europe</i>, Farnham: Ashgate.</p> <p>Parekh, B. (2008) <i>A New Politics of Identity: Political Principles for an Interdependent World</i>, London: Palgrave.</p> <p>Wetherell, M. (ed.) (2009) <i>Identity in the 21<sup>st</sup> Century: New Trends in Changing Times</i>, Basingstoke: Palgrave.</p>
<b>Assessment</b>	<p>The first half of this module is assessed by coursework (50%).</p> <p>The second half is assessed by exam (40%) as well as a PowerPoint presentation and tutorial discussion (10%).</p>
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade</b>
<b>Examination</b>	1 x 3 hour examination

<b>Title:</b>	<b>SO4200 Sociology Dissertation (15 ECTS)</b>
<b>Module Content/Outline:</b>	<p>The dissertation is available to single honours majors in sociology, final year TSM majors and Sociology and Social Policy students. It involves writing a dissertation of 12,000-15,000 words. Students work with an individual supervisor drawing on a research proposal completed as part of the Junior Sophister Researching Society module.</p> <p>Part I of the fortnightly seminar (Michaelmas Term) discusses thematic issues including how to formulate research questions, how to write a literature review, how to structure a dissertation and how to connect theory, methodology and data. Part II (Hilary Term) is based on individual presentations of students' work in progress including problems encountered.</p>
<b>Lecturer(s):</b>	<b>Dr Daniel Faas</b>
<b>Learning Objectives:</b>	<p>Students successfully completing the module will be able to:</p> <ul style="list-style-type: none"> <li>• identify a sociological topic or problem and formulate appropriate research question(s) to answer it;</li> <li>• critically discuss and synthesise relevant literature and link it with your research problem;</li> <li>• discuss and reflect on your research methodology including ethical issues;</li> <li>• analyse data and link new original findings to existing literature and theoretical aspects;</li> <li>• discuss and reflect on your work-in-progress through individual in-class presentations;</li> <li>• demonstrate the research skills required to carry out postgraduate research;</li> <li>• write a dissertation to professional standards</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	One hour per fortnight attendance at dissertation seminar, plus regular contact with supervisor (see dissertation guidelines).
<b>Workload:</b>	Lectures: 10 hrs; Self-study/dissertation: 300-340 hrs. Total: 350 hours.
<b>Recommended Texts/ Key Reading:</b>	<p>Thomas, G. (2009) <i>How to do your Research Project</i>, London: Sage.</p> <p>Walliman, N. (2004) <i>Your Undergraduate Dissertation</i>, London: Sage.</p>
<b>Assessment</b>	Dissertation accounts for 100% of overall grade
<b>Dates for submission</b>	Friday 16 March 2012
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade</b>

<b>Title:</b>	<b>SO4230 Economic Sociology of Europe (15 ECTS)</b>
<b>Module Content/Outline:</b>	<p>Part I, Education and the Knowledge Society, explores the relationships between education, skills and the economy. We begin by examining the historical shifts from private to public and then to market-driven education, and compare the development of the European social model with the United States. We then look at some of the latest macro-policy and research trends including the EU's 2020 strategy. We analyse the competing positions between the proponents of egalitarianism and neoliberalism in education. In this context, we learn how education and training systems in Europe can be classified by region in just the same way as economic and social systems. We also examine how economic inequalities can reinforce educational inequalities and vice versa, and assess the widening income gaps between top-earning graduates, middle-income graduates and non-graduates. Finally, we explore the effects of socio-economic inequalities and different micro-policies on the inclusion of ethnically diverse groups of people. We also relate the theme of student mobility to the increasing globalisation of knowledge.</p> <p>Part II, Sociology of Employment and Labour Markets, provides students with a systematic introduction to the sociology of work in advanced market economies. The first part of the course introduces key concepts, theories and empirical findings on quality of work and labour market inequality. We analyse the changing nature of jobs and existing explanations for broad changes and cross-national variation, with a particular focus on employment regime variation. The second part examines a central and rapidly changing aspect of labour markets in advanced democracies, the increasing participation of women. Theories and empirical research on the labour market participation of women and wage and career inequality are examined. We also examine links between gender, labour immigration, race and ethnicity in the labour market. The module has a strong comparative dimension, aiming to explain differences in labour markets between European countries.</p>
<b>Lecturer(s):</b>	<b>Dr Daniel Faas and Dr Camilla Devitt</b>
<b>Learning Objectives:</b>	<p>Students successfully completing the module will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the relationship between education, skills and the economy from a comparative perspective;</li> <li>• critically analyse policy documents at both EU and national level around lifelong learning and high/low-skilled migrants;</li> <li>• compare and contrast different education and socio-economic systems in Europe and around the world;</li> <li>• explain and engage in debates about the philosophies of neoliberalism and egalitarianism in education;</li> </ul>

	<ul style="list-style-type: none"> <li>• reflect on and evaluate their own skills in Ireland's rapidly changing society including careers in academia and the economy;</li> <li>• critically discuss the main theories and empirical findings on cross-national and historical patterns of work and employment;</li> <li>• compare and contrast different employment regimes in advanced democracies;</li> <li>• engage with the debates on quality of work and labour market inequality;</li> <li>• assess the main explanations for cross-temporal and cross-national variation in women's employment, as well as persisting wage and career inequality;</li> <li>• discuss the relationship between gender, labour immigration, race and ethnicity on the labour market;</li> <li>• communicate effectively in both oral and written form through PowerPoints, discussions and research essays.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	One lecture and one tutorial per week
<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 20 hrs; Exams/assignments: 20 hrs; Self-study: 280-300 hrs. Total: 350 hours.
<b>Recommended Texts/ Key Reading:</b>	<p>Bosch, G., J. Rubery and S. Lehdorff (2007) European employment models under pressure to change, <i>International Labour Review</i> 146 (3-4): 253-77.</p> <p>Esping-Andersen et al. (2002) <i>Why we need a new welfare state</i>. Oxford: OUP (esp chapters 1 and 6)</p> <p>Gallie, Duncan (ed). (2007) <i>Employment regimes and the quality of work</i>. Oxford: OUP (esp chapters 1 and 7)</p> <p>Gürüz, K. (2008) <i>Higher Education and International Student Mobility in the Global Knowledge Economy</i>, Albany: SUNY Press.</p> <p>Lauder, H. et al. (2006) <i>Education, Globalization and Social Change</i>, Oxford: OUP (esp Part 4).</p> <p>Orloff, A.S. (1993) Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States, <i>American Sociological Review</i> 58</p> <p>Smelser, N.J. and R. Swedberg (eds.) (2005) <i>The Handbook of Economic Sociology</i>, Princeton: Princeton University Press (esp chapters 14 and 27)</p>
<b>Assessment</b>	<p>In Part I, students are assessed by an individual PowerPoint presentation (10%), critical discussion of one presentation (10%) and an essay on their presentation topic (30%).</p> <p>Part II is assessed through end-of-year exam (50%).</p>
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade</b>
<b>Examination</b>	1 x 3-hour examination

<b>Title:</b>	<b>SO4253 Conflict Studies (15 ECTS)</b>
<b>Module Content/Outline:</b>	<p>Part I (Conflict Resolution, ‘Governmentality’, Ireland) develops an ‘anthropology of the state’ with an emphasis on the management of diversity and conflict. The module will begin with current techniques of conflict management, focusing on case studies such as the Dayton Accords, the 2005 constitution in Iraq, the Good Friday Agreement in Ireland, and other agreements that draw on a controversial approach to conflict resolution known as consociational theory. It will then seek to comprehend these technologies of conflict management, and the controversies surround them, by drawing on theories of the state, especially Foucault’s ideas about ‘governmentality’.</p> <p>Part II, Gender and Race, explores the intersection of gender and race, ethnicity, racism, class and nation and the consequences of this intersection in relation to key issues in women’s and men’s lives. The module will discuss debates on the ethnic construction of femininities, masculinities and transgender, sexuality and racism, nationalism and feminism, and the relationship between gender, ethno-national conflicts, wars and genocides.</p>
<b>Lecturer(s):</b>	<b>Dr Andrew Finlay and Dr Ronit Lentin</b>
<b>Learning Objectives:</b>	<p>On successful completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• critically assess the knowledge claims about conflict, culture and identity that underpin consociation;</li> <li>• discuss the practical implications of these knowledge claims for equality legislation, community relations programmes and human rights provisions in ‘post-conflict’ societies;</li> <li>• explore the strengths and weaknesses of consociation vis-à-vis other models of conflict management;</li> <li>• derive, explain and critically assess theories of race and gender and the intersection between them;</li> <li>• critically analyse the construction of masculinities, femininities and transgender in relation to race and racism;</li> <li>• apply feminist theories in relation to nationalism, culture and sexualities;</li> <li>• use case studies to critically analyse the intersection of race and gender;</li> <li>• apply constructions of race and gender in relation to wars, ethno-national conflicts, and genocide;</li> <li>• explore the construction of race and gender in relation to students’ own experiences and in their own lives.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	1-hour lecture, 1-hour tutorial per student per week + 2hrs screening

<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 20 hrs; Exams/assignments: 20 hrs; Self-study: 280-300 hrs. Total: 350 hours.
<b>Recommended Texts/ Key Reading:</b>	Finlay A. (2010) <i>Governing Ethnic Conflict, Consociation, Identity and the Price of Peace</i> , London: Routledge. Bhavnani, K. 2001. <i>Feminism and 'Race'</i> . Oxford: Oxford University Press. Yuval-Davis, N. 1997. <i>Gender and Nation</i> , London: Sage.
<b>Assessment</b>	Part I: Essay (50%), Part II: Coursework (15%) Examination (35%)
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade.</b>
<b>Examination</b>	1 x 3-hour examination

<b>Title:</b>	<b>SO4291 Popular Culture and Digital Lives (15ECTS)</b>
<b>Module Content/Outline:</b>	<p>Part I of this module, Gender and Popular Culture, looks at the way gender is represented in popular culture, and at ways in which popular culture is used by audiences in gendered ways. It does so by examining a range of areas of popular culture: film, soap opera, formula romance fiction, rock music, gay discos, etc. We will use both structuralist approaches, which analyse examples of cultural products to see what gendered meanings they contain; and ethnographic approaches to the study of audiences, to see what gendered meanings they take from popular culture. The module is participatory and student-led by means of: short group-presentations, discussion of academic readings in seminar groups, bringing your own examples to ‘workshop’ discussions, e-mail discussion of popular culture.</p> <p>Part II, Digital Lives, looks at the changes wrought by, and the evolving meanings given to, new technologies in human lives. It does this by exploring the relationship between technology and community; by looking at the roots and vision of social cyberspace; by examining the role of networks and online social networks; and through thinking about the implications of engagement with technologies for collective action, the public sphere and identity. We will include practical investigation of Twitter, Wikipedia, Social Media, and ubiquitous computing.</p>
<b>Lecturer(s):</b>	<b>Dr Barbara Bradby and Dr Anne Holohan</b>
<b>Learning Objectives:</b>	<p>Students successfully completing the module will be able to:</p> <ul style="list-style-type: none"> <li>• apply different theoretical and methodological approaches to gender and popular culture;</li> <li>• analyse a series of examples of popular culture across different genres;</li> <li>• engage with theories of the networked society and the ‘information age’;</li> <li>• critically appraise the impact of new technologies in different spheres of human endeavour.</li> </ul>
<b>Lectures &amp; Tutorials/ Contact hours:</b>	1-hour lecture and 1-hour tutorial per student per week.
<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 20 hrs; Exams/assignments: 20 hrs; Self-study: 280-300 hrs. Total: 350 hours.
<b>Recommended texts/ Key Reading:</b>	<p>MacDonald, M. <i>Representing Women: myths of femininity in the popular media</i> (Edward Arnold, 1995)</p> <p>McRobbie, A. <i>The Aftermath of Feminism: Gender, Culture and Social Change</i> (Sage, 2008)</p> <p>Benkler, Y. <i>The Wealth of Networks</i>. Yale University Press 2007.</p> <p>Shirkey, C. <i>Here Comes Everybody</i>. Penguin 2008.</p>

<b>Assessment/Examination</b>	Course work (50%). Annual exam (50%)
<b>Dates for submission</b>	TBA
<b>Penalties for late submission</b>	Without an authorised extension, the mark given will be lowered by one grade
<b>Examination</b>	1 x 3-hour examination

<b>Title:</b>	<b>SO4292 Migration (15 ECTS)</b>
<b>Module Content/Outline:</b>	<p>Part I of the module begins with an analysis of the main migration phases globally before moving on to look at migration regimes. We particularly focus on a European East-West migration system; a South-North American system; a Mediterranean system; and a European-Asian system. We examine intra-European mobility, differences between circular and seasonal migration, irregular migration and lifestyle migration. Conceptual and empirical discussions will be linked to wider social transformations including the economic downturn, globalisation and securitization after 9/11.</p> <p>Part II of the module examines the social, cultural and economic integration of migrants and their children in Europe and the United States. After an introduction to the central theoretical perspectives in the assimilation discourse, we explore the attainment of migrants in the labour market, education and socio-culturally. We examine how these integration dimensions are influenced by host country institutions, origin country social structures and how they interact.</p>
<b>Lecturer(s):</b>	<b>Dr Elaine Moriarty and Antje Roeder</b>
<b>Learning Objectives:</b>	<p>On successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> <li>• distinguish between key concepts such as migration, mobility and transnationalism;</li> <li>• compare and contrast migration regimes and pathways within Europe and beyond;</li> <li>• discuss the links between migration, globalisation, securitization and the economy;</li> <li>• critically discuss theories of the social integration of migrants;</li> <li>• describe, summarise and compare the integration of migrants across a number of dimensions, host and origin countries;</li> <li>• explain how host country institutions and migrant characteristics affect the integration of migrants;</li> <li>• analyse the interdependencies between socio-structural and socio-cultural integration;</li> <li>• critically engage and examine current empirical research and policy documents in the field of migration.</li> </ul>
<b>Lectures &amp;Tutorials/ Contact hours:</b>	One lecture, one tutorial per student per week
<b>Workload:</b>	Lectures: 20 hrs; Tutorials: 20 hrs; Exams/assignments: 20 hrs; Self-study: 280-300 hrs. Total: 350 hours.
<b>Recommended Texts/ Key Reading:</b>	<p>Castles, S. and Miller, M.J. (2009) <i>The Age of Migration: International Population Movements in the Modern World</i> (4th ed.), Basingstoke: Palgrave Macmillan.</p> <p>Smith, M.P. and Favell, A. (eds). (2005) <i>The Human Face of Global</i></p>

	<p><i>Mobility: International Highly Skilled Migration in Europe, North America and the Asia-Pacific</i>, New Brunswick: Transaction Publishers.</p> <p>Alba, R. and Nee, V. (2003) <i>Remaking the American mainstream. Assimilation and contemporary immigration</i>, Harvard University Press.</p> <p>Heath, A., Roblon, C. and Kilpi, E. (2008) 'The second generation in Western Europe: Education, unemployment and occupational attainment' <i>Annual Review of Sociology</i>, 34: 211-235.</p>
<b>Assessment</b>	Coursework (50%) Annual exam (50%)
<b>Penalties for late submission</b>	<b>Without an authorised extension, the mark given will be lowered by one grade</b>
<b>Examination</b>	1 x 3-hour end-of-year examination

### **Important regulations for Erasmus and Visiting Students**

Erasmus and Visiting Students may not choose SO1310/1311 Introduction to Sociology and SO4200 Sociology Dissertation under any circumstance.

You should mainly pick second- and third-year (Senior Freshman and Junior Sophister) modules. However, in cases where your English and sociological background are adequate, you may also choose fourth-year (Senior Sophister) modules following discussion with the coordinator, Dr. Daniel Faas ([daniel.faas@tcd.ie](mailto:daniel.faas@tcd.ie)) and approval by the relevant lecturer.

## 10. WebCT

The Blackboard Learning System (WebCT) is a virtual learning environment. Most staff in the Department of Sociology use it to post module content, reading lists, PowerPoints and announcements and, in some cases, assignments.

To login to WebCT (<http://webct.tcd.ie>), please use your College Network username and password. If you cannot login, and receive a Kerberos error this indicates that your College network login password has expired.

To address this problem please follow the advice at [IS Services](#) or, if you continue to have problems, please email the IS Services Helpdesk at [helpdesk@tcd.ie](mailto:helpdesk@tcd.ie).

If you receive a message saying invalid username and/or password please check you are using the correct details. If this is the first time you have tried to log into WebCT and you receive the invalid username and password message please email [clt@tcd.ie](mailto:clt@tcd.ie) for help.

Students are encouraged to check their relevant modules on WebCT regularly.

## 11. ESSAY GUIDELINES

A sociology essay is essentially based on research, and as such is a scientific piece of work. All books and articles read and used by you in writing your essay must be cited *both* in the essay itself and in an alphabetical bibliography. The standardised procedures for doing this are as follows:

### Ten useful tips for writing essays:

1. Keep your points relevant
2. Understand the question
3. Always write a plan to organise your ideas
4. Do not just state, argue
5. Write in paragraphs using topic sentences
6. Write a short introduction
7. Write a short conclusion
8. Write clear and concise English
9. Always proof-read your work (e.g. typos)
10. Learn from essay feedback provided by your lecturer

The following booklet is highly recommended for essay writing training purposes and it contains examples of 'good' (first-class) and 'bad' (fail grade) essays:

Redman, P. (2006) *Good Essay Writing: a social sciences guide*, London: Sage.

### Citations in an essay

#### (a) One author, one publication

The surname of the author, a comma, and the year of publication, all enclosed in brackets.

For example:

Denmark has shown that Danish women can show equal labour force participation, given state supported care (Moss, 1988).

#### (b) One author, more than one publication

The surname of the author, a comma, the year of the first publication, a comma, and the year of the second publication, all enclosed in brackets.

For example:

...now women's domesticity is often seen as a result of gender segregation in waged work (Walby, 1986, 1990).

#### (c) More than one author, one publication to each

The surname of the first author, a comma, the year of the first author's publication, a semi-colon, the surname of the second author, a comma, and the year of the second author's publication, all enclosed in brackets.

For example:

In most non-industrial societies, however, women make a substantial contribution to subsistence, and in many they are the main food providers (Rogers, 1980; Moore, 1988).

(d) More than one author, more than one publication to each  
The procedures of (b) and (c) are joined.

*For example:*

It can also be seen to be about men as a class taking control of women's reproductive activities as husbands/male partners/fathers; scientists/medical practitioners; businessmen; and governmental leaders (Hamner, 1981, 1983; Allen, 1986, 1988).

(e) Co-authorship

In sociology it often happens that publications are co-authored. In this case, the two surnames of the authors are joined by an 'and'.

*For example:*

More women are staying single and more are living with men without formalising their relationship in marriage (Kiernan and Wicks, 1990).

(f) Prolific authors

Some authors are prolific and may write several books or articles in the same year. If you are dealing with such an author, then add an 'a', 'b', 'c', etc., as required, to the year of publication. You must specify in your bibliography which letter corresponds to which publication of that year.

*For example:*

Others claim that the evidence for this is unclear and unconvincing (Segal, 1991b).

### **Quotations in an essay**

(a) Non-indented quotations

The quotation is placed in single inverted commas, followed by the surname of the author, a comma, the year of publication, a colon, and the page number, all enclosed in brackets.

*For example:*

Such charges, however, should not be understood as a result of capitalism alone, or simply as social structures responding to the 'needs' of capital. 'These processes of transformation have been equally determined... by the existing forms of kinship and gender relations' (Moore, 1988: 116).

(b) Indented quotations

The quotation is indented (i.e. set apart from your essay, which should end on a colon, by a line, and brought in by about 1cm on both sides). Note: all quotations **exceeding 40 words** in your essay must be indented. Do not use quotation marks for indented texts.

*For example:*

Here racism and sexism converge in particularly damaging definitions of black womanhood: Afro-Caribbean women are stereotyped matriarchs, or seen as single mothers who expose their children to a stream of different men while Asian women are construed as passive victims... identified as failures because of their lack of English and refusal to integrate (Parmar, 1988: 199).

## Preparing a bibliography

### (a) Authored books

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the book italicised, a full stop, the place of publication, a colon, and the name of the publisher.

For example:

Habermas, J. 1971. *Towards a Rational Society*. London: Heinemann.

### (b) Co-authored books

The authors' names are joined with an 'and'.

For example:

Morely, A. and Stanely, L. 1988. *The Life and Death of Emily Wilding Davison*. London: The Women's Press.

### (c) Edited books

Between the initial of the author's first name and the year of publication, insert '(ed.)'.

For example:

Moi, T. (ed.) 1987. *French Feminist Thought: A Reader*. Oxford: Blackwell.

### (d) Co-edited books

The authors' names are joined by an 'and', and '(eds)' is inserted.

For example:

Snitow, A. and Stansell, C. (eds) 1984. *Desire: The Politics of Sexuality*. London: Virago.

### (e) Prolific authors

Add an 'a', 'b', 'c', etc., as required, to the year of publication.

For example:

Phillips, A. 1987a. *Divided Loyalties: Dilemmas of Sex and Class*. London: Virago.

Phillips, A. 1987b. *Feminism and Equality*. Oxford: Blackwell.

### (f) Articles in journals

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the article in single inverted commas, a full stop, the title of the journal italicised, the volume of the journal, the number of the journal in brackets, a colon, and the page numbers of the article.

For example:

Hull, F. 1982. 'Organising for Innovation: beyond Nurns and Stalker's organic type'. *Sociology* 16(4): 564-77

### (g) Articles in edited books

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the article in single inverted commas, a full stop, the word

'in', the name of the author of the book with first initial followed by surname, and then as in (c) above.

For example:

Rendal, M. 1985. 'The Winning of the Sex Discrimination Act' in M. Arnot (ed.) *Race and Gender*. Oxford: Pergamon.

(h) Online resources and documents

Internet resources or newspaper articles usually also have an author. Put the surname of the author or government department, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the resource/article/document in single inverted commas, a full stop and proceed as shown in the examples. The most important point about referencing is that you are consistent throughout and choose one example and follow it strictly.

For example:

Townsend, M. 2003. 'Languages to bear brunt of school crisis'. Available online at: <http://education.guardian.co.uk/schools/story/0,5500,1032774,00.html> (accessed 1 May 2009).

**Low marks in essays are usually due to one or more of the following:**

1. Failure to answer the question, introduction of information or arguments irrelevant to the questions raised by the title of the essay;
2. Lack of understanding of the subject and concepts under discussion; confused arguments;
3. Failure to plan, jumping from point to point and back again, repetition, 'telling the story' in simple descriptive style instead of picking out and analysing the key issues
4. Insufficient factual information, vagueness, or generalisations unsupported by evidence;
5. Plagiarism, i.e. copying from elsewhere (a book, article, the internet etc) without acknowledgement or copying from another student. Trinity College takes plagiarism very seriously and plagiarism incurs serious penalties as outlined below;
6. Too great a reliance on a single source, resulting in a narrowness of analysis or interpretation; uncritical or passive regurgitation of material gleaned from sources;
7. In general it is wise not to rely on internet sources (e.g. Wikipedia) as your main sources.
8. Poor communication. It is your job to communicate clearly to the reader what you want to say. If you leave the reader in doubt as to your meaning because of misuse of words, bad grammar, bad spelling or punctuation etc., then you have failed to communicate adequately.

You need to be able to address and answer the issues raised by the title or question of the essay. You also need to show evidence of wide and appropriate reading, the ability to assess and to critically evaluate the material encountered in the sources consulted. First-class work, as mentioned in the marking scheme, shows high originality not a mere synthesis of existing material or rehearsal of lecture notes. You need to be able to provide your own fresh perspective on a question, so please make full use of the library to locate material.

## 12. EXTENSION POLICY

Extensions of a few days, as in 'my printer collapsed last night / computer crashed' can be dealt with by the lecturer, who has discretion to give extensions for up to five working days. These can come directly as requests from the student, or sometimes via the College Tutor.

Extensions of more than a few days, particularly, but not only, where they involve illness of any kind, family circumstances, and bereavements **must** come from the student's College Tutor, and **must** all go to the Head of Department, **not** to individual lecturers. The Head of Department (communicates her decision to the College Tutor.

Students are required to append a medical certificate (where applicable) to their hard copy essay. Under no circumstances can coursework for any module be accepted after the start of the Trinity Term annual examinations.

## 13. PLAGIARISM

Copying work by published authors, from the internet or other students through unattributed direct quotation will be penalised by the Department and may also lead to University penalties. All direct quotation must be attributed to the author in question and referenced as explained above. Where you wish to quote from a secondary source, you must include both references in your text, i.e. *both* the source in which you found the quotation, *and* the source cited there, from which the quoted words had been taken. The University's full statement is set out in the Calendar, part 1, 'General Regulations and Information'.

Plagiarism can be avoided by following a few simple guidelines. The essential point to remember in this context is that we all, as students and academics, use and build on the work of others. There is nothing whatsoever to be ashamed of in doing this, but the key is that we do it in an open and explicit manner, and with due acknowledgement. When we use the work of others, therefore, either we quote their words directly and put these in quotation marks, or we paraphrase these. Either way, we provide an explicit citation of the work we are referring to, in the text, in a footnote, or both. To fail to do this is to risk being accused of plagiarism.

Students are reminded that where coursework is deemed to have been plagiarised by a lecturer within the Department of Sociology, the student will be summoned to attend a meeting with their Tutor, Lecturer as well as Head of Department and subsequently asked to resubmit. Resubmissions will only be awarded 41% (a minimal pass grade).

## 14. MARKING AND SUBMISSION OF WORK

We use the range 0-100. Marks below 20 are for 'non-serious' attempts. Where work has not been submitted, or where a question on an exam paper is not answered, that piece of work, exam question and so forth receives 0. This is how the essay and exam grades should be read:

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

A first class answer has a thoughtful structure, a clear message displaying personal reflection informed by wide reading of the literature, and a good grasp of the context and of detail (as evidenced by the choice of relevant examples that are well integrated into the answer's structure). Complete, with no errors or omissions. First class answers are ones that are exceptionally good for an undergraduate and that excel in a number of the following criteria:

- (a) comprehensiveness and accuracy;
- (b) clarity of argument and quality of expression;
- (c) integration of a range of materials;
- (d) critical evaluation;
- (e) evidence of wide reading;
- (f) insight into the theoretical issues; and
- (g) originality of exposition or treatment.

Excellence in a number of these areas should be in addition to the qualities expected of an upper second class answer.

### **Upper Second - II.1 (60+)**

An upper second class answer generally shows a sound understanding of both the principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors or omissions. Not necessarily excellent in any area. Upper second class answers cover a wider band than first class ones. Such answers are clearly highly competent and typically possess the following qualities:

- (a) accurate and well informed;
- (b) comprehensive;
- (c) well organised and structured;
- (d) evidence of reading;
- (e) a sound grasp of basic principles;
- (f) understanding of the relevant details;
- (g) succinct and cogent presentation; and
- (h) evaluation of material, although these evaluations may be derivative.

One essential aspect of an upper second class answer is that it must have completely dealt with the question asked. In questions:

- (a) all the major issues and most of the minor issues must have been identified;
- (b) the application of basic principles must be accurate and comprehensive; and

- (c) there should be a conclusion that weighs up the pros and cons of the arguments.

### **Lower Second - II.2 (50+)**

A substantially correct answer that shows an understanding of the basic principles. Lower second class answers display an acceptable level of competence, as indicated by the following qualities:

- (a) generally accurate;
- (b) an adequate answer to the question based largely on textbooks and lecture notes;
- (c) clear presentation; and
- (d) no real development of arguments.

### **Third - III (40+)**

A basic understanding of the main issues if not necessarily coherently or correctly presented. Third class answers demonstrate some knowledge and understanding of the general area but a third class answer tends to be weak in the following ways:

- (a) descriptive only;
- (b) does not answer the question directly;
- (c) misses key points of information and interpretation;
- (d) contains serious inaccuracies;
- (e) sparse coverage of material; and
- (f) assertions not supported by argument or evidence.

### **Fail – F1 (30-39)**

Answers in this range usually contain some inappropriate material (poorly organised) and some evidence that the student has attended lectures and has done a bare minimum of reading. The characteristics of a Fail grade include:

- (a) misunderstanding of the basic material;
- (b) failure to address and answer the question set;
- (c) totally inadequate information; and
- (d) incoherent presentation.

### **Bad Fail - F2 (20-29)**

Answers in this range contain virtually no appropriate material and indicate little understanding of basic concepts - or, in the worst cases, cannot be said to amount to a serious attempt.

### **No serious attempt – F3 (below 20)**

Answers which are less than adequate attempt to come to grips with the issues involved in discussing the topic. An answer that does not discuss the main literature relevant to the question, not even to disagree with it will be failed.

The Department of Sociology tends to think in terms of grades, not numbers. We give uneven grades in essays, dissertations and examinations so that a full grade is always located in the middle of the grade range, as follows:

II.1--	61
II.1 -	63
II.1	65
II.1+	67
II.1++	69 (and so for all other grades apart from first class).

In the first class range we use the extended scale as follows:

I --	73
I-	79
I	85
I +	91
I ++	97

Where possible, we try not to give a borderline grade (such as 59, 69) and second markers are particularly asked to consider borderline grades.

### **Submission of work**

All coursework must be submitted on [www.turnitin.com](http://www.turnitin.com) no later than 16:00 on the day of the deadline set by the lecturer. Failure to do this will automatically result in a 10% penalty. Also, on the day of the deadline, a hardcopy must be submitted to the Sociology Office and dropped in the box situated outside the department office on the third floor. JF students submit their coursework in class at the end of the lecture, as advised by the lecturer. Failure to comply with these regulations will also result in a 10% penalty. The Department of Sociology takes no responsibility for coursework not submitted properly. After marking, JS and SS coursework is kept by the department for possible inspection by our external examiner. You must therefore keep your own copy prior to submission.

### **Please note the following five rules regarding submission of written work:**

1. Essays should be within the word limits set by individual lecturers: aim to produce a concise argument, not a great quantity of flowery prose.
2. Written work should be typed, with double or one-and-a-half line spacing to make it easier for markers to read.
3. Leave a margin of 3cm on all sides of your work to allow markers to write comments and to optimise the presentation of your work.
4. List your sources at the end of your work in an alphabetical bibliography as specified in the essay guidelines section above. Acknowledge all quotations or other references to other people's work, in the same way as a scholarly book or article does, to show when you have borrowed other people's ideas or words.
5. All work must be submitted via [www.turnitin.com](http://www.turnitin.com), which among things acts as a plagiarism detector. Details of how to submit will be supplied for individual modules. An essay must be your own work, even though based on that of other writers. Please refer to the section on plagiarism in this handbook for more information.

### **Assessment of coursework**

Assessment involves presentation, research and structure. In JF year, a specified proportion of the essay grade is given for each of these elements. In subsequent years the essay is graded as a whole, but you should bear in mind that markers still evaluate the essay in these terms.

In JF year, 20% of the essay mark is awarded to correct presentation. This includes citation, grammar, spelling, and clarity of expression. You must use a word processor when doing your essays – no handwritten essays will be accepted. Essays must have page numbers. 40% of the essay mark is awarded to research, i.e. evidence of reading. Another 40% of the essay mark is awarded to organisational structure, i.e. synthesis and organisation of ideas.

### **Resubmission of failed essays**

Students must resubmit failed essays within two weeks of being informed by the lecturer. The lecturer/teaching assistant will provide a notional grade for the resubmitted work, but the highest grade that can actually be returned is a III (maximum 49%).

Students who have failed to submit coursework for Michaelmas Term must arrange to see the Head of Department, Dr. Ronit Lentin ([rlentin@tcd.ie](mailto:rlentin@tcd.ie)).

### **Requests for re-check of essay and exam grades**

All students have the right to discuss their examination and assessment performance with appropriate members of staff, as arranged by the Head of Department.

However, re-checks and re-marking of any piece of work can only take place on three grounds: an observed error in the calculation of the exam mark, exam questions not being covered in the module or the examiner showing bias. In no other case will essays or exam papers be relooked at. The request must be made through their Tutor to the Head of Department or Director of Teaching and learning (Undergraduate) and must refer to one of these three grounds. Re-checking may result in lowering or raising the grade.

Students should be aware that in any event, no assessment or examination mark should be considered final until all marks have been reviewed by the external examiner at the end of the summer examinations. The current external examiner for Sociology is [Professor Claire Wallace](#) of the University of Aberdeen.

## 15. SUPPLEMENTAL EXAMINATIONS

Any paper(s)/subject not taken at the annual examination for excused reasons must be taken at the supplemental session in September. Students who are absent from the supplementals without permission from the Senior Lecturer will have failed and will be excluded.

In the Senior Sophister year, when you take your final degree examinations, there are no supplemental exams in any of our degree programmes. Students who obtain an F grade as a result of a supplemental examination will be permitted to repeat the year.

### **BESS and PPES-specific regulations**

Although means are often very important, grade count is the initial mechanism for determining grades, for example, 68 68 58 58 58 58 is a II.2 but 70 70 70 70 60 60 is a I.

In the annual examination, students who obtain an F1 in one paper need a mark of over 50 in another to compensate and avoid supplementals. Those who obtain an F1 in two or more papers or an F2 in one paper are deemed to have failed. In the supplemental examination, the compensation rule is more demanding in that students who obtain an F1 in one paper need at least two marks of over 50 in other papers to compensate and pass the year.

Students in the Freshman years must repeat only those subjects in which they failed, provided there are not more than two grades of F2, in which case all papers must be repeated.

Students in the Junior Sophister year who obtain four II.2 grades or better and two F1 grades are required only to resit the two failed papers. Students failing two papers, with one or both at the F2 level, are required to resit all papers. Students who fail three or more papers in the annual examination are required to resit all papers. Students must obtain an overall II.2 grade to be allowed to proceed to the Senior Sophister year.

Further information is available in the BESS/PPES exam booklet by clicking [here](#).

### **TSM-specific regulations**

In Junior and Senior Freshman years, students who obtain an F grade in one subject at the annual examination are required to do a supplemental examination in that subject only. Students who obtain an F grade in both subjects at the annual examination are required to do a supplemental examination in both subjects.

In Junior Sophister year, there are no supplementals for students following Pattern B. Those following Pattern A with an F grade in one subject at the annual examination sit for a supplementals in that subject only. Pattern A students who obtain an F grade in both subjects at the annual examination are required to sit for a supplemental exam in both subjects.

Students who have an overall pass in their subject and who may have an F mark (either F1 or F2) for an individual paper do not have to repeat that paper. Those who do not have an overall pass and who are required to supplement in one or both subjects should assume that they are retaking all examination papers.

Students who fail the annual examination solely because of a failure in assessed work done during the year may be required to resubmit that work without taking supplementals.

## 16. SCHOLARSHIP EXAMINATIONS

### **Election**

Foundation scholars are elected annually in various subjects on the result of an examination held in January of each year. The names of those elected are announced in public by the Provost from the steps of the Examination Hall on the Monday in Trinity Week.

### **Entitlements**

Foundation scholars (there are not more than 70 at any one time) and non-foundation scholars (these were added when the university expanded last century) are entitled to free Commons (meals in the Dining Hall), and free rooms in College. They also receive a salary (allowance), and do not have to pay fees. The entitlements of scholars can continue for some years after graduation, if they are engaged in further academic research or study.

### **Eligibility**

Any undergraduate student, from any year, may sit scholarship. Given the need to have some background in the subject of the scholarship examinations, and the desirability of having a few years before graduation to profit from election, the traditional time to sit scholarship is in the Senior Freshman year. There is no quota on the number of scholars that may be elected in any one subject or department.

### **Examination**

Candidates are examined in the modules of their course up to the end of Michaelmas Term of the Senior Freshman year.

Sociology I will contain six questions, based on material covered in SO1310/11 Introduction to Sociology in the last academic year. Candidates are expected to answer two questions. Sociology II will contain nine questions, based on material covered in the first term on each of SO2310 (Introduction to Social Research), SO2342 (Gender, Culture and Society) and SO2330 (European Societies). Candidates are expected to answer any two questions.

Sociology I and II papers carry equal marks. The scope of the other papers is described in the relevant handbooks.

### **(a) BESS including Business Studies and Language candidates**

The examination consists of four 2¼ hour papers chosen from the following:

Business I and II  
Economics I and II  
Political Science I and II  
Sociology I and II  
Quantitative Methods

Business studies and Language candidates will be asked to take the following papers:

Business I and II  
Language 1 (Language Fluency inc. Oral)  
Language 2 (Business Environment)

All papers carry equal marks. Recommendations for scholarship will be based on all four chosen papers, subject to all four papers being passed.

**(b) PPES candidates**

Candidates are examined in at least three of the constituent disciplines of the degree programme. The examination consists of four 2¼ hour papers chosen from the following:

Philosophy I and II  
Political Science I and II  
Economics I and II  
Sociology I and II  
Quantitative Methods

Candidates should take at least one paper in each of the three disciplines they pursue in the Senior Freshman year. For those taking sociology, Sociology I is mandatory and for those taking philosophy, Philosophy I is mandatory.

All papers carry equal marks. Recommendations for scholarship will be based on all four chosen papers, subject to all four papers being passed.

**(c) SocSocPol candidates**

Candidates are examined in the modules of their course up to the end of Michaelmas Term of the Senior Freshman year. The examination consists of four 2¼ hour papers as follows:

Sociology I and II  
Social policy I and II

All papers carry equal marks. Recommendations for scholarship will be based on all four papers, subject to all four papers being passed.

**(d) TSM candidates**

Candidates are examined in the modules of their course up to the end of Michaelmas Term of the Senior Freshman year. The examination in Sociology consists of two 2¼-hour papers as follows:

Sociology I and II

Both papers carry equal marks. Please refer to your other department for further information on papers in that half of your course. The scope of each paper is described in the relevant course handbooks.

**(e) European Studies candidates**

Candidates are examined in four areas. The two language papers are each of 1.5 hours duration and each carry one sixth of the overall marks. The language papers may include an oral component. The remaining two papers are each of 3 hour duration and each carry one third of the overall marks. Candidates will take the following papers:

Two of: French language, German language, Italian language, Polish language, Russian language, Spanish language, Culture and politics in eighteenth-century Europe.

One paper from the following subject areas (optional subjects): History, Political Science, Sociology, Economics

**Application details**

You are required to register your choice of examination papers before the Scholarship examination by the end of Week 5 of Michaelmas Term. There are specific registration requirements for those students sitting Philosophy and Sociology papers. Further details are available via this link: <http://www.tcd.ie/vp-cao/teo/vpteolinks.php>.

## 17. CONDUCT OF EXAMINATIONS, TESTS AND OTHER CREDITED WORK

Departmental staff adhere to the following procedures in relation to examinations, term tests and other methods of assessing BESS, PPES, TSM and SocSocPol students:

- (a) Where a test/essay/project counts towards the final mark, this fact is made known to students before the end of the second week of the teaching module in question. The extent to which it is taken into account, the arrangements should students have legitimate reasons to be excused from doing the relevant work at the appropriate time, and the penalties that attach to non timely submission of such work will all be made clear to the students as early as possible, and not later than the end of the second week of the teaching module in question. See also Section 9 in this handbook.
- (b) Tests/essays/projects are handed back to students as quickly as the marking process will allow, and the gap between submission and return of work should never exceed six weeks.
- (c) Examination papers will be a fair and reasonable reflection of the material covered during the year. Guidelines concerning the broad format of the paper, and the type of question to be set, will be provided to students as early as possible and certainly not later than the final week of Hilary (Teaching) Term. Past annual examination and Foundation Scholarship examination papers can be accessed through the following link: [http://www.tcd.ie/Local/Exam\\_Papers/index.html](http://www.tcd.ie/Local/Exam_Papers/index.html).
- (d) Examiners or competent deputies will be present during the first fifteen minutes of an examination so that difficulties arising from examination papers may be resolved expeditiously. If examiners are unable to be present at the examination, they will be readily contactable by telephone.
- (e) In TSM Junior Sophister year, Pattern A students are assessed through coursework and end-of-year examinations with total marks awarded being 500. Pattern B students who take Sociology as their minor subject are awarded total marks of 350 (35% of their final degree result with the remaining 65% from their other subject); Pattern B students continuing with sociology as their major subject are awarded marks of 150 (15% of their final degree result with the remaining % being awarded in SS year). In both cases students are assessed through a combination of coursework and exam.
- (f) In TSM Senior Sophister year, Pattern A students are assessed through a combination of coursework and end-of-year examinations in each of the modules taken with total marks awarded being 500. Pattern B students must write a dissertation and, together with the other modules taken, are awarded total marks of 650. 50% of their final degree result comes from marks obtained in Senior Sophister year, 15% from marks carried forward from Junior Sophister year (65% in total from Sociology) with the remaining 35% from their other subject in which they were minoring.

## 18. AVAILABILITY OF EXAM RESULTS

Overall results will be published on the notice boards at the Nassau Street entrance to the Arts Building. BESS results are posted on the notice boards on Level 3 in the Arts Building.

All results will also be available online on the [Examinations Office](#) website. A breakdown of results will be sent to your home address, and to your college tutor.

Any student who fails to receive his/her result and whose result is not on the notice board or online should contact his/her tutor immediately. **In no circumstance will results be given over the telephone or in email correspondence.**

Students have a right to discuss examination scripts privately with examiners. A student who wishes to do so should consult the appropriate examiners within a reasonable time after the results have been announced. Students wishing to have a paper rechecked or wishing to initiate an appeal against a result should consult their College tutors after they have seen the examiner(s). Such action must be taken immediately after the results are published.

Examination scripts are held by examiners, or departmental offices, for a period of 13 months. This period of 13 months begins on the day of the publication of the relevant examination results. Scripts cannot be released to students, but students may read their own scripts in the presence of the relevant examiner.

Dates for the publication of results and appeals will be notified via the respective notice board or webpage for your degree programme.

## 19. DISSERTATION GUIDELINES

The dissertation including the final research proposal is worth 15 ECTS. It is intended to be a piece of empirical research; it cannot be based only on library research. To this end you may use social surveys, interviews or focus groups, participant observation, content or discourse analysis of textual data, archival research, or secondary analysis of existing statistical data (such as the European Social Survey) to generate your research findings.

The length of your dissertation is **between 12,000 and 15,000 words** and your final manuscript must include a word count. You should discuss the overall length and length of individual chapters with your supervisor.

You should identify suitable supervisors, but not approach them, by HT11 (week starting 26 March 2012). The research interests of individual staff members can be found at: [www.tcd.ie/sociology/staff/](http://www.tcd.ie/sociology/staff/) (Sociology) and <http://www.socialwork-socialpolicy.tcd.ie/staff/> (Social Work and Social Policy). A meeting between staff and students will be held in HT12 (week starting 2 April 2012) to formally allocate supervisors.

The **research proposal** (approximately 2,000 words) is a clear statement of what you will do, and should consist of:

1. A literature-based introduction including your aims and research question(s);
2. An initial outline of your theoretical and/or conceptual framework;
3. A clear description of your research methodology;
4. A preliminary list of references (bibliography).

The research proposal must be submitted in the Dissertation Seminar class during MT2 (week starting 1 October 2012). Before you start data collection, your research proposal must be discussed and accepted by your supervisor.

Students are encouraged to start working on their dissertation projects following allocation of a supervisor. **Exchange students returning from abroad** must identify and approach a supervisor on their own and notify the Dissertation Seminar coordinator in writing. On return, they should arrange a few extra meetings with their supervisor to write a proposal.

There should be **regular meetings with your supervisor** throughout the dissertation process. You are asked to meet with your supervisor at least four times in total and at least twice per term. Individual supervisors can arrange further meetings as they see fit. You are strongly encouraged to submit one or more draft chapters to your supervisor for feedback.

The **structure of your dissertation** is normally as follows, although you should consult your supervisor about the recommended content for your methodology:

1. Abstract of no more than half a page summarising the aims, theoretical approaches, methodology and main findings of your dissertation;
2. Table of contents page;
3. List of tables and figures, if applicable;

4. Introduction, which states your research aims, critically reviews existing literature to inform the formulation of your research problem or question(s);
5. Theoretical and/or conceptual chapter which includes a discussion of how a theory/theoretical or conceptual aspects informed your study;
6. Research methodology chapter with subsections that discuss and reflect on strategy/design, access and sampling, data collection instruments, data analysis technique(s), ethical issues (including your own positioning);
7. Findings chapter which discusses your data and relates your findings to the theoretical aspects and literature identified earlier;
8. Conclusion, which evaluates the main findings, discusses implications for research, theory (and policy if applicable) and outlines avenues for future research;
9. Bibliography, in line with the departmental guidelines in this handbook;
10. Appendices, include questionnaires, interview guide, coding frames and access letters where applicable.

Students need to familiarise themselves with the ethical guidelines which can be found at <http://www.social-phil.tcd.ie/Ethics.php>. You must discuss the **Research Ethics Checklist** and co-sign it with your supervisor. The signed document must be returned to the dissertation seminar coordinator. Normally, inexperienced first-time researchers should not be conducting research with vulnerable people.

You must submit **two soft bound copies** of your dissertation to the department office **by Friday 15 March 2013**. This deadline is strictly enforced and you are expected to anticipate potential problems such as computer crashes, please finish with time to spare!

The dissertation will be marked independently by two staff members, one being your supervisor, and a mark will be agreed. A sample of the dissertations is then read by the external examiner whose decision is final in relation to the dissertations she has read.

## 20. STUDENT INFORMATION SYSTEM

The Trinity Student Information System (SIS) allows students to view their own central student record and timetabled modules. To access the system you will need your College username and network password. To access the SIS go to the College local homepage ([www.tcd.ie/Local](http://www.tcd.ie/Local)) and click on 'Student Information System'. This links to a help page that contains a link to the SIS logon page.

If your personal student information is incorrect you should contact the Student Records Office in writing (via email – [srecords@tcd.ie](mailto:srecords@tcd.ie)) stating your full name and student ID number.

## 21. COLLEGE TUTORS

Trinity College is the only university in Ireland to operate a so-called tutorial system. All undergraduate students are assigned a tutor when they are admitted to College. Your tutor, who is a member of the teaching staff, will represent you before the College authorities, and will give confidential advice on modules, discipline, examinations, fees and other matters. The tutor is not a supervisor of studies. Students may change their tutor with the approval of the Senior Tutor, located on the ground floor in House 27.

The current Senior Tutor is Dr. Claire Laudet ([senior.tutor@tcd.ie](mailto:senior.tutor@tcd.ie)). For further information about the tutorial system, please click [here](#). Sociology staff members currently serving as College Tutors are Dr. Daniel Faas ([daniel.faas@tcd.ie](mailto:daniel.faas@tcd.ie)), Dr. Andrew Finlay ([arfinlay@tcd.ie](mailto:arfinlay@tcd.ie)), Dr. Barbara Bradby ([bbradby@tcd.ie](mailto:bbradby@tcd.ie)) and Dr. Antje Roeder ([roedera@tcd.ie](mailto:roedera@tcd.ie)). Please contact your relevant tutor and include your name, student ID and problem encountered.

## 22. TRANSCRIPTS

BESS, PPES and SocSocPol students should request their transcripts through the Course Office by clicking [here](#). Transcripts take around seven days to process.

TSM students should request their transcripts by e-mailing Maja Halilovic-Pastuovic ([socio@tcd.ie](mailto:socio@tcd.ie)) and include the following information: your name, your student number, your course of study, and a list of all the taught modules taken each academic year. Please submit your request at least two weeks before you require the transcript.

## 23. ERASMUS AND INTERNATIONAL EXCHANGES

The [Erasmus programme](#) is named after Desiderius Erasmus of Rotterdam (1465-1536) who lived and worked in several parts of Europe in quest of the knowledge and insights that contacts with other countries could bring. By donating his fortune, he became a pioneer of mobility grants. Research shows that a period spent abroad not only enriches student lives in the academic field but also in the acquisition of intercultural skills and self-reliance.

The Department would like as many of you as possible to take part in student exchanges. You usually go abroad during your third (JS) year. We currently have **nine Erasmus partners**:

1. Charles University Prague – [Department of Sociology, International Office](#)
2. University of Copenhagen – [Department of Sociology, International Office](#)
3. University of Helsinki – [Department of Sociology, International Office](#)
4. Istanbul Bilgi University – [Department of Sociology, International Office](#)
5. University of Munich - [Department of Sociology, International Office](#)
6. Umeå University – [Department of Sociology, International Office](#)
7. University of Malta – [Department of Sociology, International Office](#)
8. University Lille 1 – [Department of Sociology and Anthropology, International Centre](#)
9. Utrecht University – [Department of Sociology, International Office](#)

Note that most of our Erasmus partners offer a large number of modules in English. These exchanges are open to all of you in Sociology regardless of your degree programme. Funding is available for all Erasmus students. This covers travel and some additional costs. The average grant for a full academic year abroad will be around €1,500 depending on destination. All Irish grants and scholarships continue to be paid whilst you are away.

If you decide to spend only half a year abroad, you will be examined on the basis of work completed during the other half at Trinity plus any examinations in the modules you take at the host university. If you decide to spend a full academic year abroad, you will take modules equivalent to those at Trinity via the European Credit Transfer System (ECTS) and your marks obtained abroad will be converted back into a Trinity grade (please see p.15).

### **International exchanges**

The Department currently has nine non-EU international exchange partners, as part of Trinity-wide exchange agreements. Please note that you apply via the [International Office](#) with places usually being limited to two students per university. Unlike with Erasmus, the minimum academic requirement is an Upper Second (II.1). You will be competing against fellow Trinity students from other departments for all international exchanges.

Please note that these are non-fee-paying exchanges and therefore a great opportunity for you to study for half a year or a full year at some of the best universities outside Europe. Most of our partners are in the Top 50 according to the latest *Times Higher Education Supplement* Global University Ranking. You need to be aware however that there are costs involved for overseas flights as well as accommodation and maintenance.

The following **nine non-EU international exchanges** are currently available to Sociology students (as part of a TCD wide selection process):

1. Australian National University – [Department of Sociology, International Office](#)
2. University of Melbourne – [Department of Sociology, International Office](#)
3. McGill University – [Department of Sociology, International Office](#)
4. University of Toronto – [Department of Sociology, Centre for International Experience](#)
5. National University of Singapore - [Department of Sociology, International Students Section](#)
6. Boston College – [Department of Sociology, International Office](#)
7. Georgetown University – [Department of Sociology, International Student Services](#)
8. University of Massachusetts – [Department of Sociology, International Programs Office](#)
9. University of California – details available from Trinity's International Office

Please discuss the possibility of an Erasmus or International Exchange with your parents during Michaelmas Term, making sure you understand the financial implications and commitments involved in going abroad. Note that the Department of Sociology operates a very strict cancellation policy. Once you are selected and sign the mobility grant form (Erasmus exchanges), you can only withdraw from an exchange in the most exceptional cases with a medical certificate or tutor note submitted to the Sociology Office.

If you have any questions about our Erasmus, International Exchange and Visiting Student programme in Sociology please feel free to contact the Erasmus and Visiting Student Coordinator, Dr. Daniel Faas ([daniel.faas@tcd.ie](mailto:daniel.faas@tcd.ie)). Further and continuously updated information is at: [http://www.tcd.ie/sociology/undergrad/student\\_exchanges.php](http://www.tcd.ie/sociology/undergrad/student_exchanges.php).

## 24. SOCIAL AND POLITICAL REVIEW

The Trinity **Social and Political Review (SPR)** is an undergraduate research journal, written and published by students of Trinity College Dublin. The SPR provides a forum for the exploration of a wide variety of social and political issues, and each year compiles the best in original undergraduate research and writing. The journal showcases the academic excellence of students not only in political science and sociology, but in disciplines as diverse as law, economics, philosophy, history, psychology, literary studies, and linguistics.

Published pieces range from formal academic essays to articles and reviews reflecting on current events, all with the specific purpose of promoting deeper and more meaningful engagement among young people with pressing social and political challenges of our time.

Each year in Michaelmas Term, the editorial team issues a call for articles. Each Sociology undergraduate student is actively encouraged to submit one of his/her essays or opinion pieces for consideration for publication in the next volume.

The Sociology Director of SPR is Dr. Daniel Faas, [daniel.faas@tcd.ie](mailto:daniel.faas@tcd.ie). Further information and past issues of the Journal are available at: <http://www.spr.tcdlife.ie/index.html>

## 25. THE LIBRARY

Trinity College Library is spread over a number of different buildings on campus - the names 'Berkeley Library', 'Hamilton Library' and so forth refer to these different locations. As Sociology students, what you will be using for the most part is the **Lecky Library**.

The main Sociology section is on upper level of the Lecky Library and a floor map is available by clicking [here](#). Books are arranged according to the Dewey Decimal system, in which Sociology books are numbered from 300 upwards. There are multiple copies of some of the more important books on the modules (although it is recommended that you buy the core texts). Some books on interdisciplinary subjects (i.e. where two or more subjects overlap) are to be found in other parts of the library. Books for Social Studies students are located on the lower level of the Lecky Library and a floor map is available [here](#).

### How to borrow books

You need a valid TCD ID card to borrow books. Books are issued and returned at the Service Counters in the Library reading rooms. Fines for overdue books are 50c per day; fines for overdue Short Loan Collection books are 25c per hour. As an undergraduate, you may borrow **up to four items in total** at any one time **from Berkeley, Lecky and Ussher (BLU) Libraries**. Books labelled LEN (with Yellow Sticker) are for one-week loan only; books labelled LEN (no Yellow Sticker) are for up to four-week loan; and those labelled MUS LEN are for one-week loan only. You may additionally borrow four P-MUS LEN labelled books for up to four weeks from the Hamilton or John Stearne Medical library.

Open Shelf Reference Material includes the prefixes REF, BIB, PER and THESIS (Journals, Reference Works, Bibliographies, Early Printed Books, Manuscripts, Theses) and cannot be removed from the Library.

The Open Shelf Short Loan Collection is located by the counters in the Iveagh Hall (Berkeley Library), Hamilton Library and John Stearne Medical Library (JSML). The material includes multiple copies of books in heavy demand, some lecture notes as well as other materials deposited by lecturers. The material cannot be removed from the Library but there is a five-hour loan period after which books must be returned to the counter.

As an undergraduate, you **cannot** borrow from the Open Access Collection but can use these books in the Library for study or research. If an Open Access copy is on loan and there are no lending copies available you can ask for the item to be recalled; to recall e-mail [libraryrecalls@tcd.ie](mailto:libraryrecalls@tcd.ie) with relevant details. More information is at [www.tcd.ie/Library](http://www.tcd.ie/Library).

80% of the Library's print collection is stored in **Stacks and in the Santry Book Repository**. Material can be requested online or by completing a call slip. Requests from Stacks are usually delivered on the same day; requests from Santry are usually delivered the next day. You have a **maximum five requests in one day**. Material is held in the Library for three days to be collected and undergraduates must read this material in the Library.

### The library catalogues

If you know your way around, you can sometimes find books you need by just browsing on the shelves, but often you will need to use the library catalogues. Most of the books you need

can be found on the online library catalogue. There are computer terminals throughout the different parts of the library on which you can access this catalogue. Books can be looked up under author, title, title-keyword or subject keyword. The online catalogue can also be accessed on the web at [www.tcd.ie/Library](http://www.tcd.ie/Library). You can also renew books online.

For further information, see the library guides, which can be found at the library counters. The staff at the counters in the various libraries should be able to help with most enquiries, but for enquiries specifically concerning Sociology material in the library, you may need to consult the **Subject Librarian, Ruth Potterton** on the Upper Floor of the Lecky Library and her email is [rpttrton@tcd.ie](mailto:rpttrton@tcd.ie).

If you are new to Trinity College, please make sure you attend one of the training sessions during the first weeks of term to familiarise yourself with all the features of the Library.

## 26. COMPUTERS

Students must submit all essays, dissertations and so forth in typewritten form. As typing on a word-processor is far easier than using a conventional typewriter, it is in your interest to familiarise yourself with the computers in college and their use. The College has both Pentium PCs and Macintoshes.

Computers which are available for undergraduate students to use can be found at the following locations:

- Beckett Rooms 1 and 2 – Lower ground floor, Arts Building.
- Áras an Phiarsaigh – at the Pearse Street side of the campus beside Players' Theatre. Access from inside campus, not from Pearse Street.
- 201 Pearse Street (PC's only) – to the right of Áras an Phiarsaigh. Access from inside campus. 'The Arches' – under the railway line in the northeast corner of campus.
- Hamilton Building – at the Westland Row end of campus; access from inside campus.
- 3 College Green – Second floor next to the Sociology classrooms and noticeboard

All the above locations also have printers. Printing is free, but students must provide their own paper and floppy discs. These are on sale at the Students' Union Shops and at the Computer Shop in Áras an Phiarsaigh.

### Getting started

When you register, you will be given a **login ID** and a **password**, both of which you will need to access the College's computers. You will also be given a college **e-mail account**. Brief starter courses in computer use will also be offered during the week of registration.

Every student will also be provided with **personal filestorage**. This means that you can save material on the college network, so you can access this material on any computer in any of the above locations, and not have to rely entirely on CD ROM, DVD or USB sticks. The Department strongly encourages you to **back up your data daily** in case of computer crashes, loss or damage of your memory devices. It is also recommended you save your data on multiple memory devices. Anything you save on your personal filestorage will be safe from prying eyes, as it can only be opened using your own password.

Any problems you have with computers should be brought to **Information Systems Services (IS Services)**. Their helpdesk is in Áras an Phiarsaigh, and they can be reached on the telephone at extension 2000, or email [helpdesk@tcd.ie](mailto:helpdesk@tcd.ie). For further information, see the **IS Services Handbook**, which is available from the helpdesk.

## 27. STUDENT HEALTH SERVICE

The Health Centre (**Telephone 896 1556**) is open normal office hours during term and non-term time. The hours of attendance for students are as follows:

10.30 am - 1.00 pm

2.00 pm - 4.40 pm

**Emergency appointments available at 9:30am and 2pm; if demand is heavy, lists may be closed early.** Consultations are normally by prior appointment only.

It is not possible at present to book online. Students are encouraged to make appointments as early as possible as the above times are quite restricted. Those who make appointments and decide not to avail of the consultation should notify the Health Service in advance. Failure to do so can deprive other students of time with the doctor.

*General Practitioner Clinics include:*

- General Medicine
- Mental Health - working in close association with the (confidential) College Counselling Service and Student Health Service Psychiatrist
- Sports Medicine
- Antenatal Care - Shared Ante-Natal care normally arranged with either the National Maternity Hospital, Holles Street, or the Rotunda Hospital, Parnell St. Mothers are seen by the doctor for routine ante-natal care, but normally attend the hospital on three to four occasions throughout the pregnancy and for delivery.

*Nurse-run clinics include:*

- Triage of emergencies
- Contraceptive advice
- Smears
- Chlamydia
- Eye testing for driving
- Phlebotomy (blood tests)
- Audiometry
- Routine vaccinations
- Routine injections
- Emergency contraception.

For more information, see [http://www.tcd.ie/College\\_Health/healthservice/index.php](http://www.tcd.ie/College_Health/healthservice/index.php).

## **28. CAREERS ADVISORY SERVICE**

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future.

Sociology is a relevant subject for employment in a range of settings in business, the media, the civil service, public agencies and the professions.

### **Former students of the Department of Sociology - where are they now?**

- Jessica Nesbitt, Business and Sociology graduate, is a strategy analyst at Debenhams in London
- Ita Byrne, Business and Sociology graduate, is a management consultant in New York
- Jonathan Clynch is a reporter with RTE
- Kate Moles worked on a large scale research project in Wales on society-environment relations
- Emer Hoare is a film producer. Productions include SEEKING FILIPINO BRIDES, transmitted on BBC Northern Ireland
- Maeve Healy worked as a policy analyst for the National Women's Council of Ireland, and in Meitheal, a community development support and training organization
- Oisín Coghlan is the director of Friends of the Earth Ireland
- Natalie McDonnell worked for Emigrant Advice and for Treoir, the Federation of Services for Unmarried Parents and their Children. She is now a practicing barrister.
- Professor Maria Slowey is Vice President for Learning Innovation in Dublin City University
- Dr Anne Holohan is a lecturer in Sociology in TCD
- Michele Curtin, TSM French and Sociology graduate, was Dolce & Gabbana Brand Manager in Brown Thomas Dublin
- Adrienne Cole, TSM Italian and Sociology graduate, was supply chain management consultant, Dublin
- Prof Séan O'Riain is professor of Sociology at NUI Maynooth

A full range of services are available on <http://www.tcd.ie/Careers/> and in the Careers Library, East Chapel, Front Square.

## **29. FURTHER INFORMATION**

The Department's undergraduate noticeboards are situated one floor below the departmental office. Entering the department's building at 3 College Green you can reach them by taking the first lift as far as floor 2, then walk and look straight ahead between seminar room 4 and the PC lab. On these noticeboards you will find up-to-date module-specific information.

Please make sure you have read this handbook and consulted the Calendar given to you first before approaching or emailing the office. Make sure you know whom to approach with your query, as listed at the beginning of this handbook to avoid unnecessary emails and speed up the response system. We are here to help you make the most of your stay within Sociology!

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