Department of Sociology
School of Social Sciences and Philosophy

M.Phil. in Race, Ethnicity, Conflict Handbook
2017–2018
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Introduction and Welcome

Dear Students,

Welcome to the M.Phil. in Race, Ethnicity, Conflict Programme at Trinity College Dublin.

This programme aims to produce scholars and practitioners with excellent analytical and critical skills, which will enable you to pursue further study and to participate in and improve institutions in public life, including the media, nongovernmental organizations, state organizations and institutions working in diverse societies. As Programme Director, my aim is to provide a deep and broad selection of topics from which you can explore cross-cutting themes, but also focus in on what interests and motivates you the most.

As your colleagues and peers are a fundamental part of the learning process, we encourage you to interact informally as well as in the classroom setting and strive to make your cohort one that bonds and stays connected for many years to come.

Staff from the Department of Sociology, the School of Social Sciences and Philosophy and School of Ecumenics are involved in the delivery of this programme, contributing to its diverse and multi-disciplinary offering. All are very welcoming to interaction with you as students of this programme and I encourage you to make the most of this, particularly when it comes to choosing your dissertation topic.

I wish you the best for this coming year - that it be a transformative and enjoyable experience, and the beginning of an enduring relationship for you and Trinity College Dublin.

Best wishes,

[Signature]

Dr David Landy
Course Director
Section 1: General Information and Course Regulations
Course Administration

Address Room 3.01, 3rd Floor, 3 College Green

Telephone 01 896 2701

Email sociology@tcd.ie

Website www.tcd.ie/sociology

Course Administrator Fiona Mc Intyre, 01 896 2701, sociology@tcd.ie

Course Director Dr David Landy, dlandy@tcd.ie

Course Learning Outcomes

Upon completion of the programme, students are expected to be able to:

- identify, understand and critically evaluate theoretical and research literature in the field of race, ethnicity, conflict, human rights and migration
- analyse conflict and post conflict societies, peace processes, migration, nomadism, racism and anti-racism at Irish, European and global levels
- derive, explain and critically evaluate debates on race, ethnicity, conflict, human rights and population movement
- identify the techniques used by states and international agencies to manage migration and conflict, their social and cultural impact and the responses they elicit
- apply and compare different research methods in these fields
- conduct independent research of a theoretical or substantive nature in specific fields of race, ethnicity and conflict
- write theses and research reports to a professional standard
- communicate that research through oral presentations for an academic audience
- be qualified to work in policy and research in these fields in Ireland and abroad.
<table>
<thead>
<tr>
<th>Academic Year Structure 2017/18</th>
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</thead>
<tbody>
<tr>
<td><strong>Term 1 - Michaelmas Term</strong></td>
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<tr>
<td>18 September 2017</td>
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<tr>
<td>19 September 2017</td>
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<tr>
<td>25 September 2017</td>
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<tr>
<td>6 November 2017</td>
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<tr>
<td>15 December 2017</td>
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<td><strong>Term 2 – Hilary Term</strong></td>
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<td>15 January 2018</td>
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<td>26 February 2018</td>
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<tr>
<td>6 April 2018</td>
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<tr>
<td><strong>Dissertation</strong></td>
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<tr>
<td>9 April – 31 August 2018</td>
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<tr>
<td>31 August 2018</td>
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Course Structure

The programme consists of three mandatory core modules (each worth 10 credits); five optional modules (each worth 10 credits); and a 20,000 word dissertation (30 credits). Students are required to accumulate 90 credits in total. Students are also expected to attend all the modules offered by the Department of Sociology, even if they do not submit an assignment. All modules are 11 weeks long, with the exception of the Research Methods module which is spread over 22 weeks over two terms.

### Compulsory Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Lecturer</th>
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</thead>
<tbody>
<tr>
<td>S07002</td>
<td>Research Methods</td>
<td>10</td>
<td>Dr Alicja Bobek/ Dr Jan Skopek</td>
</tr>
<tr>
<td>S07041</td>
<td>Theories of Race &amp; Ethnicity</td>
<td>10</td>
<td>Dr David Landy</td>
</tr>
<tr>
<td>S07042</td>
<td>Theories of Conflict (11 weeks)</td>
<td>10</td>
<td>Dr Niall Gilmartin</td>
</tr>
<tr>
<td>S07020</td>
<td>Dissertation</td>
<td>30</td>
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### Optional Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>S07045</td>
<td>Conflict Zones: Case Studies</td>
<td>10</td>
<td>Elaine Bradley</td>
</tr>
<tr>
<td>S07046</td>
<td>Racism and Resistance</td>
<td>10</td>
<td>Dr David Landy</td>
</tr>
<tr>
<td>S07047</td>
<td>Development, Colonialism and Intervention</td>
<td>10</td>
<td>Stephen McCloskey</td>
</tr>
<tr>
<td>S07049</td>
<td>Migration, Labour and Conflict</td>
<td>10</td>
<td>Dr Camilla Devitt</td>
</tr>
<tr>
<td>EM7436A</td>
<td>Gender, War and Peace</td>
<td>10</td>
<td>Dr Gillian Wylie</td>
</tr>
</tbody>
</table>
# Course Timetable 2017/18

## Term 1 - Michaelmas Term
25 September – 15 December 2017 (Reading Week 6-10 November 2017)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO7045</td>
<td>Conflict Zones: Case Studies</td>
<td>Elaine Bradley</td>
<td>Tuesday 15.00 – 17.00</td>
<td>5012 Arts Building</td>
</tr>
<tr>
<td>SO7041</td>
<td>Theories of Race &amp; Ethnicity</td>
<td>Dr David Landy</td>
<td>Wednesday 10.00- 12.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7042</td>
<td>Theories of Conflict</td>
<td>Dr Niall Gilmartin</td>
<td>Wednesday 16.00 - 18.00</td>
<td>3020 Arts Building</td>
</tr>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>Dr Alicja Bobek/ Dr Jan Skopek</td>
<td>Thursday 13.00 - 15.00</td>
<td>PX201</td>
</tr>
</tbody>
</table>

## Term 2 - Hilary Term
15 January – 6 April 2018 (Reading Week 26 February - 2 March 2017)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM7436A</td>
<td>Gender, War and Peace</td>
<td>Dr Gillian Wylie</td>
<td>Tuesday 14.00 – 16.00</td>
<td>G16, ISE Building</td>
</tr>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>Dr Alicja Bobek/ Dr Jan Skopek</td>
<td>Wednesday 9.00 - 11.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7046</td>
<td>Racism and Resistance</td>
<td>Dr David Landy</td>
<td>Wednesday 12.00-14.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7049</td>
<td>Migration, Labour and Conflict</td>
<td>Dr Camilla Devitt</td>
<td>Thursday 10.00-12.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7047</td>
<td>Development, Colonialism and Intervention</td>
<td>Stephen McCloskey</td>
<td>Thursday 13.00-15.00</td>
<td>PX202</td>
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</table>
**Course Regulations**

**College Regulations for Postgraduate Courses**

College regulations for postgraduate courses can be found in The University of Dublin Calendar Part III ([www.tcd.ie/calendar](http://www.tcd.ie/calendar))

**Non-satisfactory attendance and course work**

All students must fulfil the requirements of the school or department, as appropriate, with regard to attendance and course work. Where specific requirements are not stated, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit a third of the required course work in any term. At the end of the teaching term, students who have not satisfied the school or department requirements, may be reported as non-satisfactory for that term.

**Assessment and Completion**

The assessment is based on a written assignment for each module and a dissertation. Depending on achieving a pass mark (minimum of 40%) in all the required module assessments, students may proceed to research and write a dissertation. It is necessary to obtain a pass mark (minimum 40%) in the dissertation to successfully complete the M.Phil.

Candidates whose dissertations do not meet the minimum pass standard may have the opportunity to re-submit in accordance with the General Regulations for Taught Graduate Courses. Following consultation with the Course Co-ordinator, students who fail to pass the dissertation may opt or be advised to exit with a Postgraduate Diploma in Race, Ethnicity and Conflict provided that they have passed modules amounting to at least 50 credits, have an overall average mark of at least 40%, and have a mark of not less than 30% in the failed module(s). To qualify for the award of a Postgraduate Diploma with Distinction, students must, in addition, achieve an overall average mark of at least 68% and have a minimum mark of 70% in individual modules amounting to at least 30 credits.

M.Phil. candidates who achieve a mark of at least 70% in the dissertation and in the overall average mark for the course may be awarded the M.Phil. with Distinction. A Distinction cannot be awarded if a student has failed any credit during the course.
**General Information**

**Student Email**

All email correspondence relating to the course will be sent to students TCD email addresses only.

**Checking your personal student record**

my.tcd.ie allows students to view their own central student record and the modules for which they are registered. To access the system you will need your College username and network password. To access go to the College local home page (www.tcd.ie/Local) and click on my.tcd.ie. If your personal student information is incorrect you should contact the Academic Registry (academic.registry@tcd.ie) stating your full name and student ID number.

**Student Supports**

**Postgraduate Advisory Service**

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience. [https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/](https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/)

**Graduate Students Union**

The Graduate Students’ Union is an independent body within College that represents Postgraduate students throughout College. [http://tcdgsu.ie/](http://tcdgsu.ie/)

**Disability Services**

The Disability Service aims to develop clear and effective support systems at all stages in the student journey from college entrance to graduation to employment. Further information on the College Disability Service can be found on their website [https://www.tcd.ie/disability/](https://www.tcd.ie/disability/)

**Careers Advisory Service**

The College Careers Advisory Service is available to offer advice to students and graduates on career prospects. Further information can be found on their website [http://www.tcd.ie/Careers/](http://www.tcd.ie/Careers/)
Section 2: Module Outlines and Course Requirements
**SO7002: Research Methods**

**Duration:** Michaelmas Term and Hilary Term  
**ECTS:** 10 credits  
**Lecturers:** Dr. Jan Skopek/Dr Alicja Bobek (skopekj@tcd.ie/abobek@tcd.ie)

**Description**

This module provides an overview to research methods in the social sciences. Students will learn how to conduct an independent piece of research (dissertation) within the field of social change and race, ethnicity and conflict. Adopting an applied approach, the module will teach how to formulate research questions and how to tackle them competently by drawing on principles of social research methodology and practically employing methods of investigation like sampling, data collection and analysis. Highlighting the centrality of research design, the module will essentially cover both qualitative and quantitative research strategies and related methods. Furthermore, the module will discuss crucial aspects of research ethics and practical aspects in planning, organising, and crafting a professional research report.

Qualitative and quantitative research – while sharing important communalities in terms of research design – can differ crucially in the ways how theory and data are related, how data is being collected, how data is analysed, and how empirical evidence is constructed. While qualitative methods usually deal with exploring and summarizing rich textual data retrieved for instance from in-depth and semi-structured interviews, quantitative research is usually characterized by measuring concepts and testing theories through statistical analysis of numerical data obtained for instance from standardised interviewing in surveys. Doing effective and good research but also consuming and understanding research of others requires profound knowledge in both approaches. Moreover, both approaches feature comparative research designs which are particularly relevant for research studying social change, the generalisability of findings by examining cross-national variation, and the relevance of institutional settings. The module will also refer to mixed-method strategies to discuss how qualitative and quantitative research strategies can form a powerful alliance in social research.

**Main topics and delivery**

The module spans both Michaelmas and Hilary Term each of them comprising 11 weeks. Within each term half of the module will be devoted to qualitative research (6 weeks) and the other half to quantitative research (5 weeks). In Michaelmas Term, students will get an introduction to principal methodologies of each approach. Based on that, Hilary
Term will provide a more advanced, lab-based and hands-on treatment of methods of data collection and data analysis (like conducting interviews or analysing statistical data) to equip students with necessary skills to pursue their own dissertation research.

In Hilary Term students will also work continuously on a dissertation proposal which elaborates a full research plan including research questions, literature review, theory, research design, data collection and analysis plan, and a timetable.

Learning outcomes

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

- Explain the key theoretical and conceptual issues in methodology in the social sciences;
- Deploy the main qualitative and quantitative methodological techniques used in sociology;
- Link methodological techniques to an overall research design;
- Discuss and critically evaluate their own and other people’s research;
- Write a proposal for their own research projects.

Assessment

Coursework: 40% (Michaelmas Term)

Dissertation proposal: 60% (3,000 words, Hilary Term)
- Submission of 300-word abstract Week 5 in Hilary Term
- Submission of final proposal last week of Hilary Term

Indicative reading list


**SO7041: Theories of Race & Ethnicity**

**Duration:** Michaelmas Term

**ECTS:** 10 credits

**Lecturer:** Dr David Landy (dlandy@tcd.ie)

**Aims**

There is nothing ‘natural’ about labelling and reading people according to racial categories, it is a socially constructed category of practice, albeit a vitally important one in contemporary society. Race, along with class and gender is one of the main ways through which people understand themselves and others, and also how contemporary social institutions read and treat people. But how do we make sense of ‘race’ and how is it used to make sense of the world?

By seeing race, not as a naturally given property of individuals and groups but rather as a historically contingent signifier and a language used to categorise self and others, this module aims to critically theorise and contextualise race and ethnicity, locating it within historically constructed social, political and economic relations, in particular within modern forms of state governmentality. The purpose of the module is to provide a theoretical underpinning into understanding race and ethnicity.

**Learning outcomes**

Upon completion, students are expected to be able to critically:

- evaluate theoretical concepts in the field of race, ethnicity and racism.
- explain and critically evaluate race and ethnicity as social and political constructions
- recognise the cultural and discursive manifestations of racial categories
- theorise the links between race and state
- evaluate policies of multiculturalism, interculturalism and integration
- apply theoretical models to debates on racism and genocide
- conceptually link racialisation, hybridity and diaspora
- link theories of race and ethnicity with theories of ethno-national conflict
- intersect race and racism with gender and class

**Delivery**

The module is delivered in 11 seminar slots consisting of a lecturing input, student participation and informal presentations. Students are expected to read before each session to facilitate discussion.
Main topics

The module will examine how theoretical understandings of race and ethnicity can help us understand the practical manifestations of these issues in Ireland and globally. Students will be introduced to a variety of texts, approaches and debates in the area of race and ethnicity, and are encouraged to discuss these concepts with reference to actual popular representations of ‘race’ and their own experiences. The main topics covered will be

1. Theorising race and identity
2. Race and the state
3. Race, gender and class
4. Media and cultural representations of race
5. Racialisation in Ireland
6. The global North and South – colonialism and development
7. How race is managed – multiculturalism and integration
8. Alternative ways of theorising the self and others – hybridity, cyborg theory and diaspora

Module Texts

There is no set text, but the following texts will prove useful (all available in the library):


Course notes: Blackboard

Assessment

The assessment for this module is in two parts. Prior to writing the final essay (max 3000 words) on a theoretical topic of your choice, you will be asked to submit a 300 word abstract. Submission dates to be arranged.
**SO7042: Theories of Conflict**

**Duration:** Michaelmas Term

**ECTS:** 10 credits

**Lecturer:** Dr. Niall Gilmartin

**Aims**

What is conflict? What is peace? The simplicity of both questions conceals the multifarious complexities and contradictions often marginalised by conventional and over-simplified tropes. Moreover, the dominance of a ‘liberal peace’ model contends that the presence of ‘good governance’ structures and stable economic markets signifies peace, security and stability for all. This module offers students a robust theoretical foundation to critically examine the causes and consequences of conflict, while also providing the conceptual tools to understand peace, peace-making, and peace-building in the contemporary world. Drawing upon a large body of theoretical work, the module seeks to challenge the orthodoxy of the ‘liberal peace’ within realist and liberal approaches, and considers those critical perspectives which firmly counter prevailing definitions of peace and explanations of conflict. In addition to theoretical material, we will draw upon a number of contemporary empirical case-studies. While much of this material will consider the on-going peace process in Northern Ireland, we will also examine other regions blighted by armed conflict including Palestine, Sierra Leone, Sri Lanka, among others.

**Learning outcomes**

Upon completion, students are expected to be able to:

- demonstrate a comprehensive understanding of conflict and peace theory.
- critically assess theoretical concepts in the field of peace and conflict studies.
- critically evaluate Western and non-Western approaches to peace and conflict theory and practice.
- practice and apply theoretical models to empirical case studies of conflict.

**Delivery**

The module is delivered through 11 seminars. Each seminar will consist of a lecture, discussion, and practical exercises. It is envisaged that the modules will be jointly led by lecturer and students, with students assigned as discussion leader for each sessions. In order to achieve a high level of informed discussion and moreover, to enhance student knowledge, readings must be completed before each class. Also, depending on funding
and logistics, and of course upon the agreement of group members, we will undertake a field trip to Belfast towards the latter part of the module.

Main topics

The module will examine how theoretical understandings of peace and conflict can help us understand the practical manifestations of these issues in contemporary conflicts. The main topics covered will be

- Theories of peace and conflict
- Western and non-Western/anti-colonial approaches to knowledge in conflict theory
- Causes of conflict (e.g. identity/ethnic conflicts)
- Theories and methods of managing/containing and resolving/transforming conflict
- Critical interrogations of peace (e.g. feminist; development theory)
- Empirical case studies demonstrating peace and conflict theory in the contemporary world

Module Texts

There is no main text for this course, but selected readings from the following texts will be assigned and available on Blackboard.


Assessment

Assessment is based on 3000 word essay assignment on a topic of your own choice (70%), discussion leader (10%), and a short presentation of your assignment to the group at end of the module (20%).
SO7045:  Conflict Zones: Case Studies

Duration:  Michaelmas Term
ECTS:  10 credits
Lecturer:  Elaine Bradley (ebradley@tcd.ie)

Module Content/Outline

The conflict in historic Palestine from which the State of Israel has emerged is frequently presented in international discourse as intractable, with deep historic roots linked to two of the major religions – Islam and Judaism. It is upon this representation of Palestine and Israel that international opinion and subsequent interventions are frequently based. While compelling, this depiction belies the reality of the situation.

The aim of this module is to explore the conflict in Palestine and Israel, tracing its emergence from its historical roots to the present day, critically examining key events within a broad international context while scrutinising representation of the conflict in international discourse. The relevance of Palestine and Israel to the international community will be explored and critiqued: specifically international interventions including, international diplomacy, human rights, international law, military and development aid and civil society activism.

Learning Objectives:

On successful completion of this module, participants will:

- Have an awareness of key literature relating to the conflict and its contradictory interpretations
- Be able to discuss the historical and geo-political sources of the conflict
- Have a knowledge of the key perspectives and divergent views involved
- Relate the conflict to wider theoretical frameworks within Race and Conflict Studies
- Understand the relevance of both colonialism and settler colonialism to Palestine and Israel
- Be able to critically analyse the role of globalization and international interventions in the conflict, and relate this to other conflict situations
- Critique the conflict in terms of power and resistance.

Working methods and syllabus

The module is delivered through 11 sessions, each of which comprises a lecture and tutorial. An annotated reading list is provided for each class. For the tutorials,
participants are expected to read the asterisked readings plus at least one other reading on the list. After week 2, each tutorial will involve a short presentation by a group of students in answer to the tutorial question of that week. The main topics covered in this module are:

1. **Land and History:**
   - Historic Palestine: Geography and demography
   - Palestine, the Ottomans and the British (Charles Glass)

2. **Zionism:**
   - European Anti-Semitism and the rise of political Zionism
   - The Balfour Declaration and the making of a homeland for the Jewish People in historic Palestine
   - 21st century Zionism

3. **Colonisation and Conflict:**
   - The making and breaking of empires: British Mandate Palestine, Balfour and the Sykes-Picot Agreement
   - The Holocaust and Jewish emigration to Palestine
   - Colonising Palestine In The Age Of Decolonisation

4. **Settler Colonialism and the Elimination of the Native:**
   - Al Nakba
   - The ethnic cleansing of Palestine
   - The war of narratives and colonial discourse

5. **International Interventions:**
   - Peace and Diplomacy
   - The Oslo Accords
   - International aid and foreign policy
   - Military aid to Israel
   - International law and human rights

6. **International Civil Society:**
   - Solidarity activism and diaspora Jewish involvement
   - The boycott, divestment and sanctions movement
   - Lawfare

7. **Israel - Actions and Policies:**
   - Israel, Jerusalem, West Bank, Gaza
Assessment

Assessment for this course will be based on in-class assessment (40%) and a final essay (60%) in which students will relate key theories of conflict and other relevant theories to the situation in Palestine and Israel.

Indicative Resources

There are no textbooks for the course but readings will be set each week. In addition the following resources will be useful in understanding the situation:


In addition to academic reading, students are encouraged to explore film, art, poetry and prose on the issue. Works of fiction include *Men in the Sun* by Ghassan Kanafani and *Khirbet Khizeh* by S Yizhar. Poetry by Mahmoud Darwish and Mourid Barghouti. Art by Naji Al-Ali, Banksy and Joe Sacco and films by Palestinian and Israeli directors including *When I Saw You* by Anne Marie Jacir, *5 Broken Cameras* by Emad Burnat & Guy Davidii, *On the Side of the Road* by Lia Tarachansky and *The Lab* by Yotam Feldman.
SO7046:  

**Racism and Resistance**

**Duration:** Hilary Term

**ECTS:** 10 credits

**Lecturer:** Dr. David Landy (dlandy@tcd.ie)

**Module Description:**

We live in a world in which racism is opposed and denied as often as it is practiced. Viewing racism and anti-racism as collective political acts rather than expressions of individual understanding or ignorance, this module examines how politicised racism and anti-racism is articulated and practiced. The module examines key sites of contemporary racist and anti-racist political activism, drawing on examples such as the Black Lives Matter movement and pro- and anti-refugee solidarity activism in Europe.

Drawing on theories of social movements as well as interrogating the rhetoric of racism and anti-racism, the module firstly examines the rationale and practices of far-right and racist movements. Anti-racist groups have faced both the articulated racism of these groups as well as a more hidden but deeply embedded racism within society, and the module examines the issues such groups face — and how they have responded to these challenges. A key question is whether anti-racist groups have further embedded the language of race and racism in political life. The problems and possibilities of anti-racist activism are examined both with respect to theoretical discussions surrounding anti-racism and post-race, but also through critically analysing the vehicles through which anti-racism is practiced — NGOs and social movements.

**Learning outcomes**

On successful completion of the module you will be able to:

- Apply social movement theories to racism and anti-racism activism
- Explain key contemporary conflicts surrounding racism and anti-racism
- Develop an understanding of contemporary far-right and racist movements
- Evaluate contemporary debates surrounding anti-racism and post-race.

**Topics**

1. Far right and racist movements and ideologies
2. Theorising social movements and NGOs
3. The history and practice of anti-racism
4. Theoretical critique of anti-racism.
Working methods and assessment

The module is delivered through 11 seminars. Each seminar will consist of lecture and discussions. Readings must be completed before each class. Assessment will be in the form of module diary (30%) and essay (70%).

Readings

There is no set text, but the following texts will prove useful (all available in the library):


Kundnani, Arun. 2015. The Muslims are coming! : Islamophobia, extremism, and the domestic war on terror.


Taylor, Keeanga-Yamahtta. 2016. From #Blacklivesmatter to Black Liberation. Haymarket

**SO 7047  Development, Colonialism, Intervention**

**Duration:** Hilary Term  
**ECTS:** 1 10 credits  
**Lecturer:** Stephen McCloskey (stephen@centreforglobaleducation.com)

**Aims**

This module will critically theorise and contextualise historical and contemporary global North interventions in the global South by state and non-state actors, assessing their impact and their implications for the development of poorer nations. It will link European expansionism five centuries ago to the contemporary economic alignments of ‘First World’ and ‘Third World’. It will consider how these unequal and unjust relations have been perpetuated since World War Two through sustained political and economic control of the global South by overt and covert means.

Post-war Interventionism has included direct and proxy military engagements and, from the 1970s onwards, the combination of debt and neoliberalism has maintained a state of dependence and under-development in most poorer nations. NGOs have stepped into this development deficit and regularly find themselves on the front lines of these economic relationships, operating in a delicate space between ‘First World’ donors and ‘Third World’ clients. The impact of NGOs and aid on the global South is discussed along with the implications of the 2008 financial crisis and decline of neoliberalism for the development sector.

**Learning outcomes**

Upon completion, students are expected to be able to:

- Evaluate modernisation, dependency and world systems theories of development.
- Explain and critically evaluate the social and political underpinnings of the global North and South.
- Recognise colonial and post-colonial interventions in the global South and assess their consequences.
- Critically evaluate the interventionism of NGOs in the global South.
- Consider the relationship between development NGOs and the state.
- Discuss the impact of the 2008 financial crisis and decline of neoliberalism on international development.
- Assess the prospects for poverty eradication through the Global Goals.
• Consider the decline of US hegemony and rise of the global South.
• Evaluate the role of China as a development actor in Africa.
• Understand the theory and practice of development education in the global North.

Delivery

The module is delivered in 11 seminar slots consisting of a lecturing input, student participation and informal presentations. Students are expected to read before each session to facilitate discussion.

Main topics

The module will examine how the theoretical basis of international development has shaped practical relations between the global North and South. Students will be introduced to a range of global issues that inform and reflect interventions in the global South by state and non-state actors. Students will access a range of readings that speak to the causes of global poverty and injustice and how they can be addressed. The main topics covered will include:

1. Theorising international development
2. The origins of the ‘First’ and ‘Third’ Worlds
3. Aid as an agent of development
4. Debt and structural adjustment
5. NGOs and the global South
6. The decline of US hegemony and rise of the global South
7. China in Africa
8. The Global Goals

Module Texts

There is no set text, but the following texts will prove useful (all available in the library):


Course notes: Blackboard

**Assessment**

The assessment for this module is in two parts. Prior to writing the final essay on a theoretical topic of your choice (in consultation with the lecturer), you will be asked to submit a 300 word abstract (due week 10 of Hilary Term). At the end of week 10 of the Hilary Term you will submit an essay (max 3000 words). Submission dates to be arranged.
**SO7049: Migration, Labour and Conflict**

**Duration:** Hilary Term

**Module Value:** 10 ECTS

**Lecturer:** Dr Camilla Devitt (devittca@tcd.ie)

**Module Description**

This module focuses on two key interrelated areas within migration studies and political sociology; labour and conflict. It introduces students to the literature on labour migration, theories and empirical research on the politics of immigration and scholarship on violent and non-violent conflicts revolving around or involving ethnic minorities or newly arrived immigrants. The main area of interest is migration into and within Western Europe, but comparative references to other parts of the world are made.

**Learning Outcomes**

Upon completion of this module students will be able to critically discuss:

- the main theories of international labour migration
- the evolving role of the state in governing labour immigration
- conflict regarding labour immigration policies in Western Europe
- the growth of extreme right political parties in Europe
- work related discrimination and conflict involving migrant workers
- conflicts concerning Muslim practices in Europe
- violent conflict involving ethnic minorities and immigrants

**Syllabus**

The main topics covered by the module are:

1. Theories of international labour migration
2. Labour migration and the state
3. Contemporary labour immigration policies
4. Extreme right political parties
5. Migrant employment rights
6. Employer discrimination against foreigners and those of foreign origin
7. Exploitation of migrant workers, trade unions and industrial relations disputes
8. Violent conflict
9. Conflict regarding Muslim practices in Europe
Module Assessment:

3,000 word essay: 80%

Presentation and discussion: 20%

Module readings

There is no main text for this course, but selected readings from the following texts, amongst others, will be assigned:


EM7436a  Gender, War and Peace

Duration:  Hilary Term
ECTS: 10 credits
Lecturer: Dr Gillian Wylie (wylieg@tcd.ie)

Introduction
What does gender analysis reveal about the causes and dynamics of war and peace? In this module we begin by exploring and criticising some basic gendered assumptions - such as that war is the business of men and peace that of women. Instead we challenge these dichotomies by examining issues such as the complicated relationship between the social construction of masculinity and soldiering and the challenge posed to militaries by the inclusion of women in their ranks. We ask why peace processes have generally excluded women and what the consequences of that are for the sustainability of peace, while at the same time querying the assumption that 'women' as an essentialized group have particular skills to bring to the peace table. Through these debates we examine the ways in which war and peace are gendered experiences which also shape our understanding of what it is to be a gendered person.

Learning Outcomes:
On successful completion of the module students should be able to:

- Understand the foundational and ongoing debates in Gender Studies concerning sex and gender, femininity and masculinity, gender and difference and be able engage in discussion of these.
- Comprehend and enter into arguments made concerning the gendered nature of war, the perpetration of gender based violence, the relationships between masculinity and violence/femininity and peace and the necessity of the inclusion of gender concerns in peacebuilding.
- Demonstrate knowledge of key international political and legal developments in this area such as UNSC Resolution 1325 and the Yugoslav and Rwanda tribunals.
- Show a familiarity with the literature in this field and engage in informed discussion of it.
- Present persuasive written work with analytic arguments based on evidence, reading and reason.

Delivery
The module is delivered over 11 weeks. Each week's two hour session will combine a lecture and seminar session. The seminars will involve student groups working on a gendered case study of particular conflicts.

Assessment

The assessment will involve a 3000 word essay and a presentation of the group case study (marking weighted at 80% and 20% respectively).

Key texts:


Cheldelin, S. (ed.) Women Waging War and Peace: International Perspectives of Women's Roles in Conflict and Post-Conflict Reconstruction Continuum, 2011


Sharoni, S., Welland, J., Steiner, L. and Pedersen, J. Handbook on Gender and War, Edward Elgar, 2016


Sjoberg, L. Gender, War and Conflict Polity Press, 2014


NB useful journal articles are posted on blackboard and please use the TCD library Stella search to discover more.
Further activities

In addition to the scheduled classes there will also be a short conflict film seminar in Michaelmas term where we will show documentary films and invite their directors to speak to the class.

There are also departmental seminars (for last year’s seminars: [https://www.tcd.ie/sociology/events/seminar-series/](https://www.tcd.ie/sociology/events/seminar-series/)) and public lectures co-organised with UCD ([https://www.tcd.ie/sociology/events/public-lecture-series/](https://www.tcd.ie/sociology/events/public-lecture-series/)) throughout the year, and students are expected to attend these events.

In Hilary term we will organise a dissertation seminar series for the class where students will discuss and give feedback on each other’s dissertation plans and proposals. Among other activities for the programme, former students will talk to the class and we hold information sessions about careers and applying for PhDs.
**SO7020: Dissertation**

**ECTS:** 30 credits

**Aims and learning outcomes**

The dissertation aims to develop students’ research and writing skills and form a base for specialist research in the areas of Race, Ethnicity, Conflict. Upon completion, students should be able to work as social researchers in this field and, in many cases, publish versions of their dissertations in peer-reviewed journals and edited collections.

**Delivery**

Each student is allocated a supervisor from among the Departmental and MPhil teaching staff. Dissertations must consist of an independent, original piece of research. Students are encouraged to select a research method they are comfortable with. Titles are submitted via the course coordinator by week 6 of the Hilary Term. Supervisors are allocated by the end of the Hilary Term and students are expected to work closely with their supervisors. During the final section of the research methods module, students will be asked to make short presentations to help them formulate their proposals and receive feedback from their peers.

**Assessment**

The dissertations are graded by two members of staff (one of whom is the supervisor) independently of each other. The final decision rests with the external examiner. Students whose dissertations do not meet the minimum pass standard may have the opportunity to re-submit in accordance with College procedures as outlined in the Calendar for Graduate Studies and Higher Degrees. The maximum grade for a re-submission is a pass grade (ie 40%). Following consultation with the Course Coordinator, students who fail to pass the dissertation may opt or be advised to exit with a Postgraduate Diploma in Race, Ethnicity and Conflict provided that they have reached the required standards as set out in the Calendar for Graduate Studies and Higher Degrees.
1. **Topic, research methods and coverage**

The dissertation can be on any topic in relation to ethnicity, race and conflict. One of the purposes of doing a dissertation is to give you the chance to study something that you yourself find interesting. The process therefore involves you choosing a topic, and then turning this interest into something that can actually be researched within the academic year. You are not obliged to choose a topic from any of the specific areas covered in the various courses, but your topic should relate to the general theme of ethnicity, race and conflict. (In other words, if you are interested, for instance, in researching violence against women, it should be related to a specific ethnic or cultural context).

You should use any research method in which you feel competent, but beware broadening the scope. The aim should be depth, not breadth.

2. **Submission dates**

**Titles** should be submitted by the end of reading week of Hilary Term.

**Proposals** should be submitted by the end of Hilary Term (see section 5 for proposal guidelines). During Hilary Term, students will be required to make oral presentations of their proposals within the Research Methods core course to help them in formulating their proposals.

**Dissertations** should be submitted by end of August.

3. **Supervision**

Following submission of your dissertation title, supervisors will be allocated, as far as possible, in relation to students’ preferences.

It is hard to legislate for the number of mandatory meetings you should have with your supervisor, but you should have at least four meetings: (1) before submitting your proposal, (2) before you begin doing your fieldwork, (3) while doing your field/library work, and (4) before you begin your final write-up. Depending on the supervisor and on you, more meetings can be arranged. It is recommended that you submit draft chapters early for comment by your supervisor, ideally as you write them. Do remember that it is
your responsibility to contact your supervisor to arrange these meetings. Students should submit draft chapters to their supervisors in good time to allow for useful feedback. Supervisors are here to support you – use them!

4. **Literature Searches**

The following are some main sources:

- use the library search engines, such as the Stella Search by typing in keywords relating to your topic;
- follow up other books and articles that are referred to in work you find on the topic;
- locate relevant journals in the library’s online catalogue, or in the Periodicals basement of the Berkley Library: access recent years and look for articles on your topic;
- use the Social Sciences Citation Index, JSTOR and other databases in the TCD library website;

5. **Dissertation Proposals**

Your dissertation proposal should demonstrate that you have thought out what questions you are addressing in your dissertation, how they relate to previous questions asked by sociologists, and how you intend to answer them. It should contain the following sections (though not necessarily under these exact headings):

- Introduction, conceptualising a problem area and showing how it relates to previous debates in the relevant literature;
- A section where you spell out in more detail your own hypothesis, or the questions you intend to answer with your work;
- A methodology section, where you specify what methods you are going to use to get data, and why they are appropriate to the particular hypothesis or questions you have set yourself; this should include an indication, where appropriate, of how you are going to negotiate access to data sources;
- A bibliography of works consulted and other relevant material to be sought.

In addition, a dissertation proposal may contain the findings of a ‘pilot study’, which may give you some initial confirmation that your research strategy is viable (e.g. in terms of ‘gaining access’ or of ascertaining how appropriate certain questions are) or alternatively that it requires reshaping in some way. If you want to do a ‘pilot study’ it is important that
you consult your supervisor about carrying this out and integrating it into your final dissertation work.

*Your proposal of max 3.000 words in length, will be graded by the Research Methods module lecturers.*

6. **Ethical guidelines**

Research proposed by postgraduate research students must comply with the School’s Ethics Policy. Research students should discuss the possible ethical implications of their research plans as early as possible and supervisors are obliged to advise research students about potential ethical issues in the early stages of the research process. It is the responsibility of the student and her supervisor to familiarise themselves with the School of Social Sciences and Philosophy’s Ethics Policy.

**Students and their supervisors have to secure ethical approval for their research project before starting their research.** For this purpose, students and their supervisors have to complete the research ethics checklist[https://www.tcd.ie/ssp/research/ethics/] which has to be signed off by the Dept. ethics officer to assess the need for a certificate of ethical approval by the school. Ideally the ethics checklist must be completed and forwarded to the Dept Ethics Officer at the same time as the research proposal is submitted, and certainly prior to the beginning of research.

7. **The Dissertation: Format**

A dissertation should normally be divided into the following sections:

1. **Title Page.** To include: title, the degree for which the work is being submitted, your full name, your supervisor’s name, the name of the course and university, the year.
2. **Signed declaration** that:
   - it has not been submitted as an exercise for a degree at this or any other institution
   - it is entirely your own work
   - you agree that the library may lend or copy the dissertation upon request.
3. **Acknowledgements**
4. **Contents page**
5. **Introduction.** In which you briefly outline the research focus, the literature used and the methodology used.
6. **Research methodology.** In this chapter you describe your research methodology, the methods used in detail, details of your sampling methods, method of interviews or
observations carried out, sample of questionnaires if used (in an appendix), description of your analysis.

7. **Literature review(s).**

8. **Findings chapter(s).** This is the main part of your dissertation and should include a detailed discussion of your findings and how they confirmed or modified your own initial arguments.

9. **Conclusion.** In this chapter you report your main conclusions and contextualise them in the general implications and relevance to the wider literature.

10. **Footnotes.** You do not need footnotes to indicate your references since you will use the ‘author-date’ method as described in the Sociology Department *Stylesheet* (see essay guidelines). If you use footnotes at all, they will be to make minor points of clarification.

11. **Tables and/or Maps (unless these are included in the text)**

12. **Appendices.** e.g., questionnaires, topic list for semi-structured interviews (if used), etc.

13. **References.** Systematic and complete references to sources, alphabetically listed at the end of the dissertation. Please follow departmental guidelines for referencing and citing in the body of the text (see essay guidelines).

14. **Abstract.** You MUST also include with your dissertation a separate one-page abstract.

   The abstract is a summary of the entire dissertation, maximum length one page, which can be read separately by the examiners to indicate the nature of the dissertation.

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**8. The Dissertation: Presentation**

Dissertation reports must be typed on good quality A4 white paper. They must be word-processed (facilities are available at various locations in College). The print must be black with a minimum of 11 point font. Use one and a half or double spacing; the gutter margin must not be less than 35 mm and that on the other three sides not less than 20 mm. Please print on *both* side of the paper.

You are required to follow the essay citation guidelines in the presentation of your dissertation.

MPhil dissertations are submitted in the first instance in **two A4 soft bound copies** to the Department of Sociology office. After the examination process, **one A4 copy** of the thesis, in which corrections [if any] have been completed, must be submitted, bound in dark blue hard cover (‘Trinity blue’). The final size when bound must not exceed 320x240 mm. The hard-bound copy will be lodged in the Department of Sociology and be available to borrowers (unless specifically embargoed).

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**9. The Dissertation: Length**
As always, there is no bonus for padding! How much you write will depend in part on your personal style and the nature of the topic. The expected length is 15,000-20,000 with 20,000 being the absolute maximum for the main text of the dissertation (i.e. excluding bibliography, footnotes and appendices). Please include a word count.

10. The Dissertation: Marking

A condition for dissertation grading is successful completion of all essay requirements prior to submitting the dissertation. Our marking assumes good presentation, but please note that poor grammar, bad spelling and sloppy presentation may be penalized by up to 10 per cent of the total grade awarded. Your dissertation will be marked in the first instance by your supervisor, second marked by a second marker assigned by the course coordinator and finally assessed by the external examiner. MPhil degrees Trinity College are not ranked, but unofficial transcripts will be issued to all students once marks have been confirmed by the external examiner, usually in late November or early December. Upon successful completion you will be awarded a Masters of Philosophy (MPhil) in Ethnic and Racial Studies.

In case of failing your dissertation, you are invited and requested to re-submit without paying another year’s academic fees. The maximum grade for a re-submitted dissertation is a pass grade. You are requested to work under your supervisor’s guidance, but are not expected to see your supervisor more than twice between the examination date and the resubmission date, which is the end of the calendar year.

11. Some Useful Reading


Companion website at http://www.uk.sagepub.com/resources/oleary/


12. Support

We have established a small fund to support dissertation research. For students in exceptional need, grants not exceeding 500 Euro may be made. A case must be made by the supervisor, specifying what the money will be spent on and how much. Applications should be made at the same time as the dissertation proposal is submitted. Receipts will be reimbursed after the event. The award should be acknowledged in the dissertation.
ESSAY GUIDELINES

Each lecturer sets her/his own assessment. Essay submission dates will be given at the beginning of the academic year. All essays to be submitted via turnitin unless otherwise stated. Late submissions are graded with a 10% reduction unless an explicit extension is sought and given by the course coordinator.

A good sociology essay is coherently argued, with a clear introduction in which you set out your argument and tell the reader what your essay deals with, and a clear conclusion. Please keep sentences and paragraphs short and clear and do not use jargon. Essays should be based on research: work read and used in writing your essay must be cited both in the body of the essay itself and in the reference list. In all essays, the tone should not be polemic and the language should not be sexist, racist or awkwardly constructed.

Essays should not be longer than the word limit set by the lecturer. They should be word processed on A4 paper, in 1.5 or double space, on two sides of the page, and followed by an alphabetical reference list, following a ‘Harvard’ style, examples of which are given below.

Citation within the text:

Please use the author, year: page method:

   English perceptions integrate sexuality with blackness, the devil and the judgement of God who had originally created man not only ‘Angelike’ but ‘white’ (Jordan, 1974: 23).

If you are citing more than three lines, please indent your quotation. Otherwise, bracket quotations within single quotation marks, using double quotation marks for a quote within a quote.

Citing one author, more than one publication: (Walby, 1986; 1990).

Citing two publications for one author, in the same year: (Yuval-Davis, 1997a; 1997b)

Citing more than one author, one publication for each: (Rogers, 1980; Moore, 1988).

Citing co-authorship/editorship: (for two authors/editors: Donald and Rattansi, 1992; for more than two authors/editors: Modood et al, 1997).
Citations in the reference list:

List all works cited, alphabetically, at the end of your essay, under the heading ‘References.’ List authors’ last names first (and quoting their initial or full first names).

Books list author’s (or editor’s) name, year of publication, title of book (in italics), place of publication, publishers:


Chapters in books, list author’s name, year of publication, title of chapter, in editor’s name, title of book (in italics), place of publication, publisher:


Articles in journals, list author’s name, year of publication, title of paper, name of journal (in italics), vol / no: pp:


Referencing online sources: In the text, cite an electronic document as you would any other document (using the author-date style). For the reference list: include the URL for the article or for the journal’s home page (if the article is available only by subscription or the URL is very long):


NOTE: When you have retrieved an article from a newspaper’s searchable Web site, give the URL for the site, not for the exact source:


Footnotes: Please keep footnotes to a minimum and do not use footnotes for referencing.

Using statistics: All statistics used in an essay must also be referenced.


**PLAGIARISM**

Plagiarism is interpreted by the University as the act of presenting the work of others as one’s own work without acknowledgement, and as such, is considered to be academically fraudulent. The University considers plagiarism to be a major offence and it is subject to the disciplinary procedures of the University. The University's full statement is set out in the University Calendar, PG Calendar Part III, General Regulations, Paragraphs 1.32 and following.

In order to support students in understanding what plagiarism is and how they can avoid it, TCD has created an [online central repository](http://tcd-ie.libguides.com/plagiarism) to consolidate all information and resources on plagiarism. The central repository is being hosted by the Library and is located at [http://tcd-ie.libguides.com/plagiarism](http://tcd-ie.libguides.com/plagiarism). It includes the following:

(i) The 2015-16 Calendar entry on plagiarism for undergraduate and postgraduate students;
(ii) The matrix explaining the different levels of plagiarism outlined in the Calendar entry and the sanctions applied;
(iii) Information on what plagiarism is and how to avoid it;
(iv) *‘Ready, Steady, Write’, an online tutorial on plagiarism which must be completed by all students*;
(v) The text of a declaration which must be inserted into all cover sheets accompanying all assessed course work;
(vi) Details of software packages that can detect plagiarism, e.g. Turnitin.

It is important to emphasise that all students, i.e., undergraduate and postgraduate new entrants and existing students, will be required to complete the online tutorial ‘Ready, Steady, Write’. Students must complete and attach to work submitted in hard or soft copy or via Blackboard a coversheet containing the following declaration:

```
I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: [http://www.tcd.ie/calendar](http://www.tcd.ie/calendar)
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I have also completed the Online Tutorial on avoiding plagiarism ‘Ready, Steady, Write’, located at [http://tcd-ie.libguides.com/plagiarism/ready-steady-write](http://tcd-ie.libguides.com/plagiarism/ready-steady-write)
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SCHOOL MARKING SCALE

First class honors I 70-100
First class honors in the School of Social Sciences and Philosophy is divided into grade bands which represent excellent, outstanding and extraordinary performances.

A first class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-76 EXCELLENT First class answers (excellent) demonstrate a number of the following criteria:
- comprehensiveness and accuracy;
- clarity of argument and quality of expression;
- excellent structure and organization;
- integration of a range of relevant materials;
- evidence of wide reading;
- critical evaluation;
- lacks errors of any significant kind;
- shows some original connections of concepts and theories;
- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding in terms of independence and originality.

77-84 OUTSTANDING In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity.

This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.
What differentiates a first class piece of work from one awarded an upper second is a
greater lucidity, a greater independence of judgement, a greater depth of insight and
degree of originality, more evidence of an ability to integrate material, and evidence of a
greater breadth of reading and research.

Second Class, First Division II.1 60-69
An upper second class answer generally shows a sound understanding of both the basic 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 of omissions. Not necessarily excellent in any area.

Upper second class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- accurate and well-informed;
- comprehensive;
- well-organised and structured;
- evidence of reading;
- a sound grasp of basic principles;
- understanding of the relevant details;
- succinct and cogent presentation; and
- 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 by the examiner. In questions:
i) all the major issues and most of the minor issues must have been identified;
ii) the application of basic principles must be accurate and comprehensive; and
iii) there should be a conclusion that weighs up the pros and cons of the arguments.

Second Class, Second Division II.2 50-59
A substantially correct answer which shows an understanding of the basic principles.

Lower second class answers display an acceptable level of competence, as indicated by the following qualities:

- generally accurate;
- an adequate answer to the question based largely on textbooks and lecture notes;
• clearly presentation; and
• no real development of arguments.

Third Class Honors III 40-49

A basic understanding of the main issues if not necessarily coherently or correctly presented.

Third class answers demonstrate some knowledge of understanding of the general area but a third class answer tends to be weak in the following ways:

• descriptive only;
• does not answer the question directly;
• misses key points of information and interpretation
• contains serious inaccuracies;
• sparse coverage of material; and
• assertions not supported by argument or evidence.

Fail F1 30-39

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

• misunderstanding of basic material;
• failure to answer the question set;
• totally inadequate information; and
• incoherent presentation.

Bad Fail F2 0-29

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

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%).