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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 them 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,

____________________________

Dr Anne Holohan
Course Director
Section 1: General Information and Course Regulations
**Course Administration**

**Address**
Room 3.01, 3rd Floor, 3 College Green

**Opening Hours**
Monday – Thursdays 9.00 – 13.00 and 14.00 – 16.00
Fridays 9.00 – 13.00 and 14.00 – 16.00

**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 Anne Holohan, 01 896 1478, aholohan@tcd.ie
Office Hours: Tuesday, 9am-1pm.

**Course Learning Outcomes**

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

- Identify the techniques used by states and international agencies to manage population movement and conflict, their social and cultural impact and the responses they elicit
- derive, explain and critically evaluate debates on race, ethnicity, conflict, human rights and population movement
- analyse conflict and post conflict societies, peace processes, migration, nomadism, racism and anti-racism at Irish, European and global levels
- identify, understand and critically evaluate theoretical and research literature in the field of race, ethnicity, conflict, human rights and migration
- 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>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>19 September 2016</td>
<td>Orientation Week Begins</td>
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<tr>
<td>19 September 2016</td>
<td>Course Orientation Meeting</td>
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<tr>
<td>26 September 2016</td>
<td>Teaching Begins</td>
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<tr>
<td>7 November 2016</td>
<td>Reading Week Begins</td>
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<tr>
<td>16 December 2016</td>
<td>Teaching Ends</td>
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<td>16 January 2017</td>
<td>Teaching Begins</td>
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<td>27 February 2017</td>
<td>Reading Week Begins</td>
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<td>07 April 2017</td>
<td>Teaching Ends</td>
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<tr>
<td>10 April – 31 August 2017</td>
<td>Dissertation</td>
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<tr>
<td>31 August 2017</td>
<td>Dissertation Submission</td>
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Course Structure

The programme consists of three mandatory core modules (each worth 10 credits); 6 optional modules (each worth 5 credits); and a 20,000 word dissertation (30 credits). Students are required to accumulate 90 credits in total.

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<tr>
<th>Compulsory Modules</th>
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<th>Optional Modules</th>
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<td>SO7044</td>
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<tr>
<td>EM7436A</td>
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Course Timetable 2016/17
## Term 1 – Michaelmas Term
26 Sept – 16 December 2016 (Reading Week 7-11 November 2016)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>Dr Jan Skopek</td>
<td>Thursday 13.00 - 15.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7041</td>
<td>Theories of Conflict</td>
<td>Dr Laura Graham</td>
<td>Wednesday 16.00 - 18.00</td>
<td>TRISS Seminar Room</td>
</tr>
<tr>
<td>SO7017</td>
<td>Conflict Zones: Case Studies</td>
<td>Dr Jose Guiterrez</td>
<td>Tuesday 15.00 – 17.00</td>
<td>5012 ARTS BUILDING</td>
</tr>
<tr>
<td>SO7018</td>
<td>Labour, Migration, Conflict</td>
<td>Dr Martina Byrne</td>
<td>Wednesday 10.00-12.00</td>
<td>ARTS 3020</td>
</tr>
<tr>
<td>SO7006</td>
<td>Race, Ethnicity &amp; Social Policy</td>
<td>Dr Elaine Moriarty</td>
<td>Thursday 09.00-11.00</td>
<td>ARTS 3020</td>
</tr>
<tr>
<td>EM7436A</td>
<td>Gender, War and Peace</td>
<td>Dr Gillian Wylie</td>
<td>Thursday 11.00 – 13.00</td>
<td>G16, ISE Building</td>
</tr>
<tr>
<td>Code</td>
<td>Module</td>
<td>Lecturer</td>
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<tr>
<td>SO7041</td>
<td>Theories of Race &amp; Ethnicity</td>
<td>Dr David Landy</td>
<td>Wednesday 12.00-14.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7038</td>
<td>International Human Rights Law</td>
<td>Dr Colin Smith</td>
<td>Wednesday 09.00-11.00</td>
<td>PX201</td>
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<tr>
<td>SO7043</td>
<td>The Migration Challenge: Comparative Educational Perspectives</td>
<td>Dr Daniel Faas</td>
<td>Thursday 13.00-15.00</td>
<td>PX202</td>
</tr>
<tr>
<td>SO7044</td>
<td>Contemporary Conflicts: Case Studies</td>
<td>Dr Laura Graham</td>
<td>Monday 10.00 – 12.00</td>
<td>ARTS 3020</td>
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</tbody>
</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/

Graduate Students Union
The Graduate Students’ Union is an independent body within College that represents Postgraduate students throughout College. 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/

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/
Section 2: Module Outlines and Course Requirements
**SO7041: Theories of Race & Ethnicity**

**Duration:** Hilary Terms  
**ECTS:** 10 credits  
**Teaching staff:** Dr David Landy

**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
- discuss recent socio-political developments in relation to immigration, asylum, racism and citizenship in Ireland and abroad
- 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 22 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. Race and racism in Ireland
6. Modern forms of European racism – Islamophobia and anti-migrant racism
7. The global North and South – colonialism and development
8. How race is managed – multiculturalism and integration
9. Alternative ways of theorising the self and others – hybridity, cyborg theory and diaspora
10. Racism and anti-racism

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 words abstract (due week 10 of the 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.
SO7042: Theories of Conflict

Duration: Michaelmas Term

ECTS: 10 credits

Teaching staff: Dr. Laura Graham

Aims

The study of peace and conflict in the modern era dates back to the middle of the 20th century, with seminal contributions from renowned scholars such as Kenneth and Elise Boulding, Johan Galtung, and Edward Azar. The breadth of knowledge produced by these scholars and peace practitioners forms the epistemological foundations of peace and conflict theory, which informs much of the work of peace practitioners and those working in the field of conflict resolution today. In this module, we will build a solid foundation of theoretical knowledge on the causes, consequences, and methods of transforming and resolving conflict, as well as theories of peace making and peace building. In doing so, we will critique Western notions of “conflict” and “peace” (e.g. the “liberal peace”) and consider non-Western and anti-colonial perspectives of peace and conflict theory. Empirical case studies of contemporary conflicts and peace processes will be used to demonstrate the challenges, successes, and limitations of peace and conflict theory in contemporary conflicts.

Learning outcomes

Upon completion, students are expected to be able to:

- demonstrate a solid foundational understanding of peace and conflict theory.
- critically evaluate theoretical concepts in the field of peace and conflict studies.
- explain and critically evaluate Western and non-Western approaches to peace and conflict theory and practice.
- apply theoretical models to contemporary case studies of conflict.

Delivery

The module is delivered through 11 seminars. Each seminar will consist of lecture, discussion, and practical exercises. Readings must be completed before each class and a 300 word summary (in the form of an ongoing annotated bibliography) of the main weekly reading will be required on each seminar.

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
11. Theories of peace and conflict
12. Seminal studies of peace and conflict theory
13. Western and non-Western/anti-colonial approaches to knowledge in conflict theory
14. Manifestations of conflict (e.g. identity/ethnic conflicts)
15. Theories and methods of managing/containing and resolving/transforming conflict
16. Empirical case studies representative of peace and conflict theory in the modern era

Module Texts

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

- Selected readings from Beyond Intractability: [http://www.beyondintractability.org/resources](http://www.beyondintractability.org/resources)
- Selected readings from Johan Galtung: [https://www.transcend.org/](https://www.transcend.org/)

Assessment

Assessment is based on the weekly reading summaries (annotated bibliography) (50%) and a final exam covering a variety of topics from the module (50%).
SO7002: Research Methods

Duration: Michaelmas Term

ECTS: 10 credits

Teaching staff: Dr. Jan Skopek

Aims

This module provides an overview of research strategies in the social sciences, with particular reference to completing an independent research project within the study of social inequality and social stratification. Outlining the fundamentals of doing social research the module will address both theoretical and practical aspects of quantitative and qualitative research strategies while elucidating important communalities but also differences between those research ‘traditions’. On the one hand we will discuss the background to the various methodological approaches, the centrality of strong research design, issues of ethics and of representation within a research project and more. On the other hand, the module will equip students with research skills by (a) reviewing and applying major quantitative and qualitative research techniques where they fit into a research design, (b) discussing specific issues and challenges that students are likely to face while carrying out own research, and (c) addressing the practical issues in organizing and writing up a research dissertation.

The aim of the module is to provide (1) the conceptual and theoretical foundation linked with (2) practical skills and good scientific practice necessary for students to formulate research questions, develop their own research proposals, carry out a piece of research and write up their end of year research dissertation. The module will also aid students in developing the skills for independent research in the social sciences

Learning outcomes

Upon completion, students are expected to 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 projects;
- Write a proposal for their own research projects.
Delivery

The module is delivered through 11 seminars.

Module Texts


Assessment

Practice-based assignments: 40%
Dissertation proposal (3,000 words): 60%
SO7043:  The Migration Challenge: Comparative Educational Perspectives

Duration:  Hilary Term
ECTS:  5 credits
Teaching staff:  Prof Daniel Faas

Aims  This module focuses on the educational challenges arising from migration-related cultural and religious diversity in Europe and North America. The most important forms of migration that have shaped post-war Europe are colonial migration, ‘guest worker’ migration, repatriation of co-ethnic minorities in their country of origin (see Germany), illegal immigration, circular and temporary migration and new forms of intra-European mobility. The question of the reception of and reaction to the political and educational changes evoked through immigration is central.

Following an introduction into transatlantic theoretical approaches to the study of migration, we adopt a case-study approach to compare and contrast similarities and differences between countries and systems. Educational systems have a crucial role in balancing cultural diversity and social cohesion. Our emphasis is on assessing educational policies and practices in old migration host societies (such as Germany, Denmark, the Netherlands, Britain, the United States, Canada) as well as new migration hosts (such as Japan, Korea, Singapore, Greece, Poland, Ireland, Portugal). Our discussion situates the educational responses into broader governmental approaches to migration. Two sets of countries will be compared and contrasted per session, drawing on the input also from guest lecturers.

Learning Outcomes

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

- critically discuss concepts like citizenship, multiculturalism, and integration;
- compare and contrast different educational policies and practices in old and new migration host societies;
- engage in current academic and educational policy debates;
- assess converging and diverging educational responses to migration in Europe;
- enhance your writing, debating, time management and PowerPoint presentation skills.

Delivery

The module is organised around 8 seminars consisting of a lecturing input followed by discussion. There will be two guest lectures, a movie week and student-led presentations. The group presentations take PowerPoint format and should not simply summarise texts from the reading list but engage with seminar topics.
Assessment

The module is assessed by a 2,000 word essay and a group presentation. The essay may be on the same or a different topic to the presentations. The essay is submitted at the end of Hilary Term and should demonstrate critical engagement with the relevant literature.

Module Texts

Theoretical texts:


General migration and education texts:


Empirical case studies:


SO7038: International Human Rights Law

Duration: Hilary Term
ECTS: 5 Credits
Teaching Staff: Dr Colin Smith

Aims

This module will consider the philosophical origins of human rights and their status in international, regional and domestic law and policy. The key focus of the module will be the modern human rights movement which can be traced to the foundation of the United Nations in 1945 and the adoption of the Universal Declaration three years later. The mechanisms for the promotion, implementation and protection of human rights including through intergovernmental and non-governmental organisations and the relationship between international and regional systems and Irish law will be critically evaluated. This module will also reflect on the indivisibility of human rights and the relationships between different human rights principles are given particular analysis. We will also consider whether human rights standards are or should be regarded as universal or whether different cultural principles or interpretations of human rights norms are also acceptable. This module places particular emphasis on egalitarian principles and the situation of black and ethnic minority people, migrants and women.

Learning outcomes

Upon completion of the module, students will be expected to:

- Have a clear understanding of the international human rights system and how human rights are protected under international law.
- Critically analyse human rights practices and policies at the international and national levels
- Apply international human rights law to contemporary issues.

Delivery

The module is delivered over 8 seminars consisting of a lecturing input followed by an open discussion. Students are required to do presentations on particular topics from week four onwards.
Syllabus

The main topics covered by the module are:

1. Historical evolution of human rights
2. International and regional human rights systems
3. Civil and political rights v economic and social rights
4. Human rights and the elimination of racial discrimination
5. Women and human rights
6. Human rights of refugees and migrants
7. Human rights developments in Ireland
8. The role of NGOs in realising human rights

Module Texts


A detailed reading list will be provided.

Assessment

Assessment is by way of one written assignment of 2,500 words in which students will be encouraged to pursue a particular topic of interest.
**SO7017: Conflict Zones: Case studies - Colombia**

**Duration:** Michaelmas Term

**ECTS:** 5 credits

**Teaching staff:** Dr Jose Gutierrez

**Aims:**

Colombia represents the longest running civil conflict in the Western Hemisphere and a massive humanitarian tragedy in today’s world: it is the country with the highest displaced population and attacks against civil society representatives are systematic and lethal. In Colombia, a number of conflict intertwine in an ongoing cycle of violence spanning for over six decades: an armed conflict co-exists with a broader social conflict; an agrarian conflict co-exists with the current narratives of the War on Terror and the War on Drugs.

The module examines the origins and development of this conflict, the intervention of outside States (mainly the US) and their interests in this internal conflict, as well as responses to endemic violence –ranging from the culture of self-defence to human rights defenders. The impact of such a long running civil conflict in the structures of society will be also explored in order to develop critical analysis in relation to conflict representation, human rights discourses and the use of international humanitarian law.

**Learning outcomes**

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

- Understand and being able to apply conflict theories through the intensive analysis of a paradigmatic case.

- Develop a critical understanding of the place of Colombia in the light of current developments in Latin America.

- Develop a critical understanding of human rights discourses and of international humanitarian law in the light of the Colombian case.

- Develop a solid understanding of the global dimension of particular conflicts, in the light of dominant discourses such as the War on Terror or the War on Drugs

**Working methods and syllabus**

The module is delivered through 8 seminars. The first half will consist of a lecture, the second half will consist of exercises and discussions. Readings will have to be done before each class and a 200 hundred word commentary of the main weekly reading will be required on each seminar.
The main topics covered in this module are

- Setting the stage: sociological theories of conflict
- Colombia, history of turmoil – from the independent republic to the ‘independent republics’
- Agrarian conflict, land grabbing, accumulation by dispossession
- The politics of exclusion and extermination
- Hemispheric Security, intervention through invitation and strategic subordination
- The narcotics’ dimension
- Terrorism, human rights and international humanitarian law
- Identities in conflict: class, gender and race
- Geopolitics of conflict and the raise of paramilitarism
- Peace negotiations, truth commissions and historical memory

**Assessment**

Assessment is based on the weekly commentaries (30%) and a final essay where the student will be required to demonstrate her/his capacity to critically link theory to a particular aspect of the actual conflict (70%).

**Readings**

Hristov, Jasmin, *Blood and Capital, the Paramilitarization of Colombia*, Ohio University Center for International Studies, 2009, Chapters 2, 3.

Leech, Garry *The FARC, the Longest Insurgency*, Zed Books, 2011, Chapters 3, 4, 5.

LeGrand, Catherine, "Agrarian Antecedents of the Violence", in *Violence in Colombia, The Contemporary Crisis in Historical Perspective*, Edited by Charles Bergquist, Ricardo Penaranda, Gonzalo Sanchez, Scholarly Resources Books, 1992, pp.31-50


Pearce, Jenny: *Colombia, Inside the Labyrinth*, LAB, 1990. Chapters 1.2, 1.3, 2.3, 2.4, 3.1

**SO7006: Race, Ethnicity and Social Policy**

**Duration:** Michaelmas Term

**ECTS:** 5 credits

**Teaching staff:** Dr Elaine Moriarty

**Contact hours per week:** 2 hour seminar each week for 8 weeks

**Time:** Thursday 9.00-11.00 (AB3020)

**Assessment:** 1 group project (2-3,000 words)

**Office Hours:** Room 3.06, 3 College Green
Tuesday, 9-11; Thursday 11-1pm

**Aims** This course explores the relationship between race and the organization of society by the state and its agencies, by undertaking a critical examination of policies, practices and legislation related to ethnic and racial issues in Ireland. This course will locate race and contemporary social policy in the context of the social, cultural and political changes associated with globalization and Europeanization. Thus, the course will examine the changing relationship of the state with society; implications of emerging forms of risk, mobility and social diversity for social policy; competing moral grammars and changing patterns of citizenship. In examining the problematic and contested nature of the concepts of race and ethnicity, the course will examine how ascriptive classification (based on notions of race) conditions social policy and its delivery. This will involve exploring the principles underpinning particular sources of identity and difference and a consideration of how such recognition/representation may be occasioning policy, deliberately and inadvertently. This exploration will include frameworks of equality, anti racism and multiculturalism as interventions which seek to promote cultural pluralism and justice.

The course will trace the development of policy regarding ethnic minorities in Ireland from the first significant piece of legislation concerning Travellers in 1963 through the various pieces of legislation and policy which were introduced in the 1990s regarding Travellers, asylum, refugee and immigration issues. Thus, in aiming to explore and develop students’ awareness of the role of social policy in ethnic and racial issues in an Irish context, the course aims to put theory into context and deepen students’ understanding of how policy impacts on the daily lived experiences of members of minority ethnic communities, refugees, asylum seekers and immigrants.
Learning Outcomes

On successful completion of the module, students will be able to:

- Understand and discuss key concepts relating to race, ethnicity and social policy;
- assess race and social policy in the context of globalisation and Europeanisation;
- critically examine policies, practices and legislation related to ethnic and racial issues in Ireland;
- identify and assess the dominant discourses adopted and enacted by the state with regard to members of ethnic minority communities, refugees, asylum seekers and immigrants;
- critically evaluate how policy impacts on the daily lives of members of ethnic minority communities, refugees, asylum seekers and immigrants.

Delivery

The module will be organised around 11 seminars in Michaelmas Term. The module will include guest lectures, field trips, seminars and student-led presentations.

Module Texts

Throughout the course, students are expected to prepare and contribute to seminar discussions drawing from the broad reading lists provided. Students are required to read the basic texts (marked *) and familiarise themselves with relevant legislation and policies indicated. The following texts are recommended as core course readings:


Relevant websites

- The Equality Authority  [http://www.equality.ie](http://www.equality.ie)
- The Immigrant Council of Ireland

Assessment

Students will be assessed through the completion of a written group project, based on student-led class presentations, which critically evaluates an aspect of social policy in a relevant area. Deadline is Thursday 8 December 2016.
SO7044: Contemporary Conflicts: Case Studies

Duration: Hilary Term
ECTS: 5 credits
Teaching staff: Dr. Laura Graham

Aims:
Contemporary conflicts or “new wars” (intrastate/civil wars) are caused by and follow a distinct set of patterns that distinguish them from “old wars” (interstate wars). In this module, we will identify the main causes of contemporary conflicts as well as the methods of prevention, containment, management, and transformation/resolution. Key among these “new wars” are identity/ethnic conflicts, which will be highlighted in the following empirical case studies: Northern Ireland, Bosnia-Herzegovina, South Africa, Guatemala, and Burma/Myanmar.

Learning outcomes
On successful completion of the module you will be able to:
• Understand and apply conflict theories to empirical case studies.
• Develop a critical understanding of the causes of contemporary conflicts.
• Develop a critical understanding of the methods of managing/containing and resolving/transforming violent conflict.
• Develop a solid understanding of the global dimension of contemporary conflicts.

Working methods and syllabus
The module is delivered through 8 seminars. Each seminar will consist of lecture, discussion, and practical exercises. Readings must be completed before each class and a 300 word summary (in the form of an ongoing annotated bibliography) of the main weekly reading will be required on each seminar.

The main topics covered in this module are:
1. Theories and sources of contemporary conflicts.
2. Theories and practices of conflict prevention, management, containment, resolution and/or transformation.
3. Five empirical case studies: Northern Ireland, Bosnia-Herzegovina, South Africa, Guatemala, and Burma/Myanmar.
4. The role(s) of identity, race, class, ethnicity, religion, and gender in conflict.
Readings

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

- Beyond Intractability resources: [http://www.beyondintractability.org/resources](http://www.beyondintractability.org/resources)

Assessment

Assessment is based on the weekly reading summaries (annotated bibliography) (50%) and a final essay linking theory with one of the empirical case studies presented in the module (50%).
SO7018: Migration, Labour and Conflict

Duration Michaelmas Term

Module Value: 5 ECTS

Lecturer: Dr Martina Byrne

Module Description

This module focuses on the two key interrelated areas of labour and conflict within migration studies. 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 Europe, but comparative references to other parts of the world are made. Given that in the 2016 referendum debate about the UK’s membership of the EU, a major argument of the Leave campaign was that Brexit would allow control over immigration thereby addressing the concerns of those who believe that high levels of immigration impact the labour market, wages and conditions of employment in the host country, Brexit and its implications will also be discussed.

Learning Outcomes

On successful completion, students should be able to:

- Explain the main theories of international labour migration;
- Discuss the evolving role of the state in governing immigration;
- Employ theories on the main drivers of immigration policies;
- Discuss the growth of extreme right political parties in Europe;
- Analyse the part played by issues related to migration, labour and conflict in the UK exit from the EU.

Module Assessment:

2,000 word essay: 80%
Presentation and discussion: 20%


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.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Seminar Topic</th>
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<tr>
<td>Week 1</td>
<td>29.9.16</td>
<td>Lecture - Introduction to the Module and Key Concepts</td>
<td>Seminar - Gendered lives and institutions (Harriet Bradley Reading)</td>
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<td>29.9.16</td>
<td>Mind-mapping - the interconnections between gender, war and peace</td>
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<td>6.10.16</td>
<td>Lecture - The gendered division of violence?</td>
<td>Seminar - Discussing Michael Kimmel's arguments about masculinity and violence (PBS interview)</td>
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<td>Week 2</td>
<td>13.10.16</td>
<td>Lecture - Masculinity and Soldiering</td>
<td>Seminar - Discussing Cynthia Cockburn's 'Bertrand Russell' Lecture and Claire Duncanson's article on 'Forces for Good'</td>
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<tr>
<td>Week 3</td>
<td>20.10.16</td>
<td>Lecture - Femininity, Soldiering and Women's Violence</td>
<td>Seminar - Discussing Laura Sjoberg 'Women Fighters and the Beautiful Soul Narrative'</td>
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<td>Week 4</td>
<td>27.10.16</td>
<td>Lecture - Gender and global violence post 9/11</td>
<td>Seminar - TBC</td>
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<td>Week 5</td>
<td>3.11.16</td>
<td>Guest Lecture - Dearbhla Glynn (independent film maker) on gendered violence in war</td>
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<td>Week 6</td>
<td>1.3.16</td>
<td>Reading Week - no class</td>
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<td>Week 7</td>
<td>17.11.16</td>
<td>Lecture - Sexual and Gender Based Violence in War</td>
<td>Seminar - Analysing ways to address impunity (ABA project)</td>
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<td>Week 9</td>
<td>Lecture - the Women, Peace and Security Agenda</td>
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<td>24.11.16</td>
<td>Seminar - Engaging criticisms of WPS (reading TBC)</td>
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<td>Week 10</td>
<td>Film - Pray the Devil Back to Hell (Women's peace building in Liberia)</td>
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<td>1.12.16</td>
<td>Seminar - Post-film discussion</td>
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<td>Week 11</td>
<td>Lecture - Masculinities and Cultures of Peace</td>
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<td>8.12.16</td>
<td>Seminar - Debating UNESCO document on men and cultures of peace</td>
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<tr>
<td>Week 12</td>
<td>Lecture - Reflection on Learning and Conclusions</td>
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<td>15.12.16</td>
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This is a list of relevant books. Useful journal articles are posted on blackboard and please use the TCD library Stella search to discover more.

**Some Key Texts**


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


**Understanding Gender**


Colebrook, C. *Gender*, Palgrave MacMillan, Basingstoke, 2004


*Gender, War and Violence*


Alt, B. *Following the Flag: Marriage and the Modern Military*, Praeger, 2006

Anonymous *A Woman in Berlin*, Virago, London, 2005


Brownmiller, S. *Against Our Will; Men, Women and Rape*, Penguin 1976


Enloe, C. *Maneuvers*, University of California Press, Berkley, 2000

Goldstein, J. *War and Gender: How Gender Shapes the War System and Vice Versa* CUP, 2005

Hunt, K. and Rygiel, K. *(En)gendering the War on Terror : War Stories and Camouflaged Politics* Ashgate, 2007


Reardon B. *Sexism and the War System*, Syracuse University Press, Syracuse, 1996
Sharrat, S. *Gender, Shame and Sexual Violence: the Voices of Witnesses and Court Members at War Crimes Tribunals*, Ashgate, 2011
Sjoberg, L. *Gender, War and Conflict*, Polity, 2014
Whitworth, S. *Men, Militarism and UN Peacekeeping*, Lynne Reinner, 2007
Virgili, F. and Branche, R. (eds.) *Rape in Wartime* Basingstoke, Palgrave, 2012
von Braun, C. "*Holy War" and Gender: Violence in Religious Discourses*, Berliner Gedner Studies, 2006
Yuval-Davis N. *Gender and Nation*, Sage, London, 1997
**Gender and Peace**


Hicks Stiehm J. *Champions for Peace: Women Winners of the Nobel Peace Prize*, Rowman and Littlefield, 2006


Sweetman, C (ed) *Gender, Peacebuilding and Reconstruction*, Oxfam, Oxford, 2005


UNIFEM ‘Security Council resolution 1325 Annotated and Explained’ [www.womenwarpeace.org/toolbox/Annotated_1325.doc](http://www.womenwarpeace.org/toolbox/Annotated_1325.doc)


1000 Peacewomen Across the Globe published by the Association; 1000 Women for the Nobel Peace Prize 2005, Scalo, Zurich, 2005

### Useful websites

[http://www.incore.ulst.ac.uk/services/cds/themes/women.html](http://www.incore.ulst.ac.uk/services/cds/themes/women.html) (Ulster University INCORE guide to Internet sources on Women and Conflict)


[http://www.gbv.ie](http://www.gbv.ie) (Irish aid agencies consortium on gender-based violence)

[http://www.international-alert.org](http://www.international-alert.org) (international Alert - peacebuilding organization)
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 can be library based or based on empirical research but they 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 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 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).

MPhil dissertations can be either theoretical or library based, or based on empirical research but they must be an independent, original piece of research, i.e. more than a literature review. 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 ideally, 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 lecturer.

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.

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**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 penalised 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

Prompted by Professor Gargi Bhattacharyya, External Examiner 2010-13, we 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.
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 performance 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.*

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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%).*
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 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. 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

I have also completed the Online Tutorial on avoiding plagiarism ‘Ready, Steady, Write’, located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write