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Introduction and Welcome

Dear Students,

Welcome to the MSc in Comparative Social Change, delivered jointly by Trinity College Dublin and University College Dublin.

This programme uses the recent experience of Irish social change in a comparative European and global context to develop students' knowledge of the social, cultural and economic forces which lead to wider social change. It is particularly relevant for students who are interested in pursuing careers in research, policy development, the public sector, nongovernmental organisations and national or local government. As Course Director and Coordinator, our 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 at Trinity College Dublin as well as the School of Sociology at University College Dublin are involved in the delivery of this programme, resulting in a greater range of expertise, both in terms of teaching and research supervision in the areas of comparative research methodology and social change. All are very welcoming to interaction with you as students of this programme and we encourage you to make the most of this, particularly when it comes to choosing your dissertation topic.

We 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 our institutions.

Best wishes,



Professor Daniel Faas
MSc Course Director, Trinity



Dr Gerard Boucher
MSc Course Coordinator, UCD

Section 1: General Information and Course Regulations

Course Administration

Address	UCD, School of Sociology, Room D419, Newman Building, Dublin 4	
Opening Hours	Monday and Thursday	9.30 – 13.00
	Tuesday, Wednesday, Friday	9.30 – 13.00 and 14:00 – 16:30
Telephone	01 716 8674	
Email	sociology@ucd.ie	
Websites	www.tcd.ie/sociology http://www.ucd.ie/sociology/	
Course Director (TCD)	Prof Daniel Faas, 01 896 3443, daniel.faas@tcd.ie (email only) Prof Camilla Devitt, 01 896 2621, devittca@tcd.ie (Acting Director between 1 July 2017 – 30 June 2018)	
Course Coordinator (UCD)	Dr Gerard Boucher, 01 716 8506, gerard.boucher@ucd.ie Office Hours: Mondays and Thursdays, 3-4 pm (Semester One); Mondays and Wednesdays, 11 am to 12 pm (Semester Two)	

Course Learning Outcomes

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

- Explain the deployment of different theoretical models of social change
- Critically assess the causes and consequences of the major dimensions of social change that have occurred in the last 50 years
- Apply different models of social change in constructing a sociologically informed argument about a specific instance of social change
- Explain the sociological research on the relationship between individuals and social institutions
- Apply the range of research strategies and methodologies available to collect evidence around social change
- Demonstrate communication, writing, presentation and debating skills
- Successfully carry out a substantial piece of research through an individually-supervised dissertation

Course Structure

The programme consists of three mandatory core modules (each worth 10 credits); seven optional modules (students select 30 ECTS in total from these options, at least 10 ECTS from each partner University); and a 20,000 word dissertation (30 ECTS) to be submitted by 31 August 2018. Students are required to accumulate 90 ECTS credits in total.

Compulsory Modules			
Code	Module Title	ECTS	Lecturer
SO7002	Research Methods	10	Dr Jan Skopek and Dr Alicja Bobek
SO7039	Globalisation and Social Change: India, China, Brazil	10	Dr Anne Holohan
SOC40810	Introduction to Comparative Social Change	10	Dr Gerard Boucher
SO7300/ SOC40920	Dissertation	30	Dr Camilla Devitt/ Dr Mathew Creighton

Optional Modules			
Code	Module Title	ECTS	Lecturer
SO7049	Migration, Labour and Conflict	10	Dr Camilla Devitt
SO7040	Gender and Social Change in Comparative Context	10	Dr Peter Mühlau
SO7048	The Migration Challenge: Comparative Educational Perspectives	10	Dr Malgosia Machowska-Kosciak
SOC40880	Everyday Nationhood in Comparative Perspective	10	Dr Iarfhlaith Watson
SOC40890	Economic Globalization and Social Change	10	Dr Kieran Allen
SOC40900	Comparing Healthcare Systems	10	Dr Naonori Kodate
SOC40990	Art, Knowledge and the Politics of Social Change	10	Dr Alice Feldman

Course Timetable 2017/18

Michaelmas Term/Semester 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday				
9:00 AM									
to									
11:00 AM									
Room									
Week Nrs									
Co-ordinator									
10:00 AM									
to									
12:00 PM									
Room									
Week Nrs									
Co-ordinator									
12:00 PM			<u>SOC40860</u> <u>SO7048</u>						
to			Migration Challenge: Comp Educational Perspectives						
2:00 PM			TRISS (TCD)						
Room									
Week Nrs			5-10,12-16						
Co-ordinator			Malgosia Machowska						
1:00 PM	<u>SOC40810-C</u> <u>SOUCD1-C</u>	<u>SOC40890</u> <u>SOUCD3</u>		<u>SOC40840-C</u> <u>SO7002</u>					
to	Introduction to Comparative Social Change	Economic Globalization and Social Change		Research Methods					
3:00 PM									
Room	D418 (UCD)	D418 (UCD)		PX201 (TCD)					
Week Nrs	1-7,9-12	1-7,9-12		5-10,12-16					
Co-ordinator	Gerard Boucher	Kieran Allen		Jan Skopek/Alicja Bobek					
3:00 PM		<u>SOC40900</u> <u>SOUCD4</u>							
to		Comparing Healthcare Systems	Trinity Sociology Research Seminar (3-4pm only)						
5:00 PM									
Room		A201 HSK (UCD)	6 th floor College Green						
Week Nrs		1-12	5-10,12-16						
Co-ordinator		Naonori Kodate	Richard Layte						
UCD Wk Number	TCD Wk Number	Monday	Tuesday	Wednesday	Thursday	Friday	UCD Wk Number	TCD Wk Number	
1		11-Sep-17	12-Sep-17	13-Sep-17	14-Sep-17	15-Sep-17			
2		18-Sep-17	19-Sep-17	20-Sep-17	21-Sep-17	22-Sep-17	2		
3	5	25-Sep-17	26-Sep-17	27-Sep-17	28-Sep-17	29-Sep-17	3	5	
4	6	02-Oct-17	03-Oct-17	04-Oct-17	05-Oct-17	06-Oct-17	4	6	
5	7	09-Oct-17	10-Oct-17	11-Oct-17	12-Oct-17	13-Oct-17	5	7	
6	8	16-Oct-17	17-Oct-17	18-Oct-17	19-Oct-17	20-Oct-17	6	8	
7	9	23-Oct-17	24-Oct-17	25-Oct-17	26-Oct-17	27-Oct-17	7	9	
8	10	30-Oct-17	UCD Reading Week				03-Nov-17	8	10
9	11	06-Nov-17	TCD Reading Week				10-Nov-17	9	11
10	12	13-Nov-17	14-Nov-17	15-Nov-17	16-Nov-17	17-Nov-17	10	12	
11	13	20-Nov-17	21-Nov-17	22-Nov-17	23-Nov-17	24-Nov-17	11	13	
12	14	27-Nov-17	28-Nov-17	29-Nov-17	30-Nov-17	01-Dec-17	12	14	
	15	04-Dec-17	05-Dec-17	06-Dec-17	07-Dec-17	08-Dec-17		15	
	16	11-Dec-17	12-Dec-17	13-Dec-17	14-Dec-17	15-Dec-17		16	

Hilary Term/Semester 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday				
9:00 AM			<u>SOC40840-C</u> <u>SO7002</u>						
to			Research Methods						
11:00 AM									
Room			PX201 (TCD)						
Week Nrs			21-26,28-32						
Co-ordinator			Alicja Bobek/Jan Skopek						
10:00 AM				<u>SOC40820</u> <u>SO7049</u>					
to				Migration, Labour and Conflict					
12:00 PM									
Room				PX201 (TCD)					
Week Nrs				21-26,28-32					
Co-ordinator				Camilla Devitt					
11:00 AM	<u>SOC40980</u>		<u>SOC40850</u> <u>SO7039</u>						
to	Art, Knowledge and the Politics of Social Change		Globalisation and Social Change: India, China, Brazil [12-2pm]						
1:00 PM									
Room	D418 (UCD)		Arts 3020 (TCD)						
Week Nrs	20-26,29-33		21-26,28-32						
Co-ordinator	Alice Feldman		Anne Holohan						
1:00 PM	<u>SOC40880</u> <u>SOUCD2</u>								
to	Everyday Nationhood in Comparative Perspective								
3:00 PM									
Room	D418 (UCD)								
Week Nrs	20-26,29-33								
Co-ordinator	Iarfhlaith Watson								
3:00 PM									
to			Trinity Sociology Research Seminar [3-4pm only]						
4:00 PM									
Room			6 th floor College Green						
Week Nrs			21-26,28-32						
Co-ordinator			Richard Layte						
4:00 PM				<u>SOC40910</u> <u>SO7040</u>					
to				Gender and Social Change in a Comparative Context					
6:00 PM									
Room				PX201 (TCD)					
Week Nrs				21-26,28-32					
Co-ordinator				Peter Mühlau					
UCD Wk Number	TCD Wk Number	Monday	Tuesday	Wednesday	Thursday	Friday	UCD Wk Number	TCD Wk Number	
	21	15-Jan-18	16-Jan-18	17-Jan-18	18-Jan-18	19-Jan-18		21	
20	22	22-Jan-18	23-Jan-18	24-Jan-18	25-Jan-18	26-Jan-18	20	22	
21	23	29-Jan-18	30-Jan-18	31-Jan-18	01-Feb-18	02-Feb-18	21	23	
22	24	05-Feb-18	06-Feb-18	07-Feb-18	08-Feb-18	09-Feb-18	22	24	
23	25	12-Feb-18	13-Feb-18	14-Feb-18	15-Feb-18	16-Feb-18	23	25	
24	26	19-Feb-18	20-Feb-18	21-Feb-18	22-Feb-18	23-Feb-18	24	26	
25	27	26-Feb-18		TCD Reading Week			02-Mar-18	25	27
26	28	05-Mar-18	06-Mar-18	07-Mar-18	08-Mar-18	09-Mar-18	26	28	
27	29	12-Mar-18		UCD Reading Week			16-Mar-18	27	29
28	30	19-Mar-18		UCD Reading Week			23-Mar-18	28	30
29	31	26-Mar-18	27-Mar-18	28-Mar-18	29-Mar-18	30-Mar-18	29	31	
30	32	02-Apr-18	03-Apr-18	04-Apr-18	05-Apr-18	06-Apr-18	30	32	
31		09-Apr-18	10-Apr-18	11-Apr-18	12-Apr-18	13-Apr-18	31		
32		16-Apr-18	17-Apr-18	18-Apr-18	19-Apr-18	20-Apr-18	32		
33		23-Apr-18	24-Apr-18	25-Apr-18	26-Apr-18	27-Apr-18	33		

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)

Assessment

With respect to specific modules, students will be subject to the relevant regulations and policies of the institution delivering the module. This means that for modules owned and delivered by UCD, students will be graded according to the UCD grading scale. For modules owned and delivered by Trinity, students will be marked according to the Trinity marking scale. On the Dissertation module which has Trinity and UCD-linked institutional module coordinators students are governed by the dissertation guidelines of the institution to which their supervisors are attached.

Student transcripts will bear both sets of marks and grades and contain a conversion table of marking/grading equivalences between the two institutions. The assessment model will be such that the final mark is based on a credit-weighted average of the mark awarded in each module.

Trinity-UCD Module Level Marking/Grading Equivalences	
Trinity marks	UCD grades
78-100	A+
74-77	A
70-73	A-
68-69	B+
64-67	B
60-63	B-
58-59	C+
54-57	C
50-53	C-
48-49	D+
44-47	D
40-43	D-
0-39	F

Joint Court of Examiners

For every cohort of students, the Joint Examination Board/Court of Examiners will initially convene following UCD semester one/ Michaelmas Term to consider results of the UCD-delivered modules and any provisional results from Trinity-delivered modules.

The Joint Court of Examiners/Examination Board will comprise academic staff from both institutions, teaching on the course, and the Trinity/UCD-appointed external examiner, [Professor Mike Savage](#)

from LSE. It is chaired by the Course Director. Given that UCD is the administrative hub, the degree award will be designated according to UCD classifications. For Fail no degree is awarded.

The Joint Examination Board/Court of Examiners will convene in the following Semester 1 (late September/early October) in UCD to review assessment and examination results for all taught modules delivered by both institutions and dissertation results (dissertations are to be submitted on or before 31 August) and will make recommendations regarding the award of student grades, and the award of the degree. The recommendations of the Joint Examination Board/Court of Examiners will be submitted to the relevant committee/office in each institution in accordance with the standard grade approval process and degree awarding timelines for that institution.

Awards, Graduation and Transcripts

The parchment has the TCD and UCD logos and reads, in Latin, that the student is getting a Masters degree. In addition to the university parchment, UCD Registry will produce a detailed transcript that has both a TCD award classification and a UCD award classification based on the agreed table below. Transcripts can be accessed here: <http://www.ucd.ie/students/studentdesk/transcripts.html>

Trinity and UCD Classifications				
Trinity Award Classification	Trinity Mark		UCD Grade	UCD Classification
Pass with Distinction	≥70%		≥3.68	1 st Class Honours
Pass	60-69%		3.08-3.67	2 nd Class Honours, Grade 1
Pass	50-59%		2.48-3.07	2 nd Class Honours, Grade 2
Pass	40-49%		2.00-2.47	Pass
Fail	≤39%		≤1.99	Fail

This course follows an assessment model where the final mark is based on a credit-weighted average of the mark awarded in each module. The pass mark in every module and assignment component is 40%.

With respect to the graduation ceremony, there will be a single joint ceremony to be arranged by UCD as the Administrative Hub institution (see <http://www.ucd.ie/confer/>). **Your graduation ceremony will take place in early December 2018.** Attendees at this ceremony representing each institution will be proposed by the Joint Programme/Course Committee. Attendees at this ceremony will follow the ceremony protocol of the Administrative Hub institution that is hosting the ceremony.

(A) To qualify for the award of the MSc degree, students must:

- (i) achieve a pass mark in the dissertation,
- (ii) achieve a pass mark of 40% in each of the taught modules amounting to 60 ECTS,

(iii) achieve an overall pass mark which is the credit-weighted average of the mark awarded in each module plus the dissertation element,

(iv) Students failing to pass taught modules may resubmit required coursework within two weeks from notification of the original mark,

(v) Students who, following re-assessment, have failed to pass taught modules will be deemed to have failed overall, and may reapply to repeat the course.

The following regulations also apply:

(B) Students who achieve a mark of at least 70% in the dissertation and a mark of at least 70% in the overall final aggregated average mark for the course may be awarded a 1st Class Honours. A 1st Class Honours cannot be awarded if a student has failed any credit during the course.

(C) Students who have passed taught modules, but who do not achieve a pass mark in the dissertation, will be deemed to have failed the Masters course. Such students may apply to repeat the year, or may be awarded the associated Postgraduate Diploma in Comparative Social Change which is available only as an exit award from the MSc course.

Appeals

You may appeal in UCD the result for any mark or grade or in Trinity request a re-check of an assessed piece of work in line with the procedures in place in each institution. In a situation where you are not satisfied with the ruling of the Course Committee you will follow an established appeal channel, respectively in Trinity or UCD depending on the institutional anchorage of the module or modules under appeal. On the Dissertation module which has Trinity and UCD-linked institutional module coordinators you will appeal the institution to which their supervisors are attached.

General Information

Student Email

All email correspondence relating to the course will be sent to students' TCD or UCD 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 at Trinity

Trinity 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/

Trinity Graduate Students Union

The Graduate Students' Union is an independent body within College that represents Postgraduate students throughout College. <http://tcdgsu.ie/>

Trinity 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/>

Trinity 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/>

Note/Save the Date:

A special session has been arranged for students on the MSc Comparative Social Change to take place on **Thursday 18th January 2018 from 1-3pm** in the Secretary's Conference Room on the 6th floor at 3 College Green. Topics covered include: CV, Interviews, Job search, and different career options.

UCD REGULATIONS

When you become a UCD student, you join a community that values honesty, integrity, dignity and respect. The UCD Student Charter and Student Code outline the role you play and how you are expected to act while in UCD.

It is important that you familiarise yourself with the University Regulations before you begin your life here in UCD.

UCD STUDENT CHARTER

The Student Charter sets out the roles and responsibilities of the various groups within our University and outlines what you can expect from your University and what the University can expect from its student members.

UCD STUDENT CODE

The Student Code establishes the University's expectations in respect of student behaviour and conduct.

UCD STUDENT EMAIL PROTOCOL

Remember to check your UCD email account frequently so that you don't miss out on important information from the University. We use your UCD email address for all official communication with you. The full student email protocol can be found at the link below.



UCD ACADEMIC REGULATIONS

Your studies in UCD are governed by a set of overarching rules called Academic Regulations. These regulations are supported by academic policy, procedures and guidelines. For ease of use, there is also a quick reference user's guide to the regulations available which allows you to search for topics in an FAQ format.

UCD EXAM REGULATIONS

UCD has examination procedures and regulations in place so make sure that you are aware of the rules.

SMOKE- FREE UCD POLICY

UCD is committed to working toward a smoke free campus. This is being implemented on a phased basis. From September 2016 all built-up areas of the campus are prescribed as smoke-free zones. Your cooperation not to smoke/vape in these areas is appreciated.

You will find a copy of these regulations in the Student Services Directory on the Current Students area of the website, under University Regulations.

www.ucd.ie/students



STUDENT SUPPORT

PROGRAMME OFFICES

www.ucd.ie/students/progoffice

Each undergraduate course (programme in UCD) is supported by a Programme Office. They are the first point of contact for students seeking academic advice and support. They are here to help you with any concern or query relating to your degree programme. Some of the key areas your Programme Office can help with are: registration queries, academic programme advice, extenuating circumstances/medical certificates, withdrawals/re-admission to programmes or referral to Student Adviser, academic staff/Access and Lifelong Learning - Disability Support, etc.

SCHOOL OFFICES

www.ucd.ie/collegesandschools

Each subject area belongs within a School. For example, any mathematical modules will belong to UCD School of Mathematics and Statistics. You should approach the administrative staff within the School Office if you have difficulties which are specific to those modules.

STUDENT DESK

www.ucd.ie/studentdesk

Module registration, SISWeb access, fees and form stamping are just some of the services we provide. You can also get official documents such as Certificates of Attendance, Statements, and Official Transcripts online via your SISWeb account, under the Registration, Fees & Assessment tab. You can also contact us through the Student Desk Connector (as above), call us on 01 716 1555 or call in to see us in the Tierney Building. For opening hours, check www.ucd.ie/studentdesk

UCD has many people available to help with your queries.

STUDENT ADVISERS

www.ucd.ie/studentadvisers

Student Advisers provide support for all students throughout their university experience, particularly during their first year. Each programme has a dedicated Student Adviser who is your gateway to support services. Additionally, there are Student Advisers attached to specific groups of students, such as mature or international students. We work closely with the administrative and academic staff as well as other support staff. Students can call to see us in relation to personal, social or practical issues. From simple requests for information to more confidential and serious matters, we will give you the time and space to talk things through.

ACCESS AND LIFELONG LEARNING - DISABILITY SUPPORT

www.ucd.ie/openingworlds/ucdaccesscentre

The UCD Access Centre provides a range of support for students with disabilities. Please email disability@ucd.ie for more information.

INTERNATIONAL OFFICE

www.ucd.ie/international

UCD International offers a wide range of support services to international students as well as to Irish students wishing to study abroad on exchange programmes.

STUDENTS' UNION

www.ucdsu.ie

As a UCD student you automatically become a member of the Students' Union.



STUDENT SUPPORT

Here is a sample of the best places to go for different types of queries.



I NEED ACADEMIC ADVICE/ REGISTRATION GUIDANCE ABOUT MY MODULES

Programme Office

www.ucd.ie/students/progoffice



I HAVE A DISABILITY/LEARNING DIFFICULTY

UCD Access and Lifelong Learning -

Disability support

www.ucd.ie/campusaccessibility



I'VE GOT A PERSONAL PROBLEM

Student Adviser

www.ucd.ie/studentadvisers



I'VE LOST MY UCD STUDENT CARD (UCARD)

UCARD Bureau

www.ucd.ie/ucard



I HAVE AN URGENT MEDICAL PROBLEM

Student Health Service

www.ucd.ie/stuhealth



I'M HAVING PROBLEMS WITH THE ONLINE REGISTRATION SYSTEM

www.ucd.ie/studentdesk or

www.ucd.ie/students/progoffice



I WANT TO REPORT AN EMERGENCY ON CAMPUS

Estate Services

Ext. 7999 or (01) 716 7999

www.ucd.ie/estates



I NEED A TRANSCRIPT/CERT OF ATTENDANCE

Student Desk

www.ucd.ie/sisweb or

www.ucd.ie/studentdesk



I HAVE A PROBLEM WITH MY UCD ACCOMMODATION

Student Residences (Resident Assistant)
www.ucd.ie/residences

I WANT TO MAKE A COMPLAINT ABOUT MY EXPERIENCE AT UCD

www.ucd.ie/complaints



I HAVE A QUESTION ABOUT MY FEES

Student Desk
www.ucd.ie/studentdesk



I'M AN INTERNATIONAL STUDENT WITH VISA PROBLEMS

UCD International
www.ucd.ie/international



I'VE BEEN SICK AND CAN'T DO ALL MY ASSESSMENTS

Programme Office
www.ucd.ie/students/progoffice



I WANT TO GET IN TOUCH WITH OTHER STUDENTS FROM MY COUNTRY

UCD International
www.ucd.ie/international



I'M IN FINANCIAL DIFFICULTIES

Student Adviser
www.ucd.ie/studentadvisers



I WANT TO JOIN A SOCIETY TO MEET NEW PEOPLE

UCD Societies
www.ucdsocieties.com



I WANT TO LEAVE UCD

Programme Office
www.ucd.ie/students/progoffice



FOR ADVICE ON ALL OF THE ABOVE

Student Adviser
www.ucd.ie/studentadvisers

VIEW YOUR STUDENT RECORD: UCD

What you need to know

You can view your student record in [SISWeb](#) at any point. To do this, log into SISWeb using your UCD student number and password. Click on the **Registration, Fees & Assessment** tab and select **UView** in the menu list.



UView allows you to check information such as your Programme history, contact information, module registration, GPA and grades.

Useful links

[SISWeb](#)

[Information on UView](#)

Map of TCD and UCD campus

Trinity

A map of TCD can be found by clicking here:

<http://www.tcd.ie/Maps/assets/pdf/tcd-campus.pdf>

Lectures at Trinity are either in Phoenix House (PXH), 6-9 Leinster Street South, or in the Arts Building (Arts, AB) if you consult the campus map. The TRISS Room is on the top floor of the Arts Building.

The Sociology Research Seminar takes place on the top floor at 3 College Green (Secretary's Conference Room), in the building where the Trinity Sociology Department is located.

UCD

A map of UCD can be found by clicking here:

https://www.ucd.ie/maps/2014/UCD_Map_October_2014.pdf

Lectures at UCD are in D418, which is the seminar room in the School of Sociology located in the Newman Building (no. 41 on the map).

Section 2: Module Outlines and Course Requirements

Core Module	SO7002 Research Methods
Module Credit Volume	10 ECTS
Module Coordinator	Dr Jan Skopek and Dr Alicja Bobek, Department of Sociology, Trinity
Module Description	<p>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.</p> <p>Qualitative and quantitative research – while sharing important communalities in terms of research design – can differ 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.</p> <p>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.</p>

	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 <i>dissertation proposal</i> 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: <ul style="list-style-type: none"> • 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 a research design; • Discuss and critically evaluate their own and other people's research projects; • Write a proposal for their own research projects.
Module Start Date	Michaelmas Term and Hilary Term (full-year module)
Module Length	22 weeks
Module Assessment	Coursework: 40% (Michaelmas Term) Dissertation proposal: 60% (3,000 words, Hilary Term) <ul style="list-style-type: none"> - Submission of 300-word abstract Week 5 in Hilary Term - Submission of final proposal last week of Hilary Term
Indicative Reading List	Bryman, A. (2012) <i>Social Research Methods</i> , Oxford: Oxford University Press. Field, A. (2016) <i>An Adventure in Statistics. The Reality Enigma</i> . London: Sage. Goertz, G., and Mahoney, J. (2012) <i>A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences</i> . Princeton: Princeton University Press. Kumar, R. (2014) <i>Research Methodology. A step-by-step guide for beginners</i> . London: Sage. O'Leary, Z. (2004) <i>The essential guide to doing research</i> . London: Sage. Seale, C. (ed.) (2012) <i>Researching Society and Culture</i> . London: Sage.

Core Module	SOC40810 Introduction to Comparative Social Change: Concepts and Cases
Module Credit Volume	10 ECTS
Module Coordinator	Dr Gerard Boucher, School of Sociology, UCD
Module Description	<p>Rather than a constant, stable structure, our social reality is in flux. Seemingly permanent fixtures of our social, demographic and political landscape fade, suddenly collapse and emerge within remarkably short periods of time. From the fall of the Berlin Wall to the Brexit and from the Arab Spring to the Syrian Refugee Crisis, social currents ebb and flow in seeming unpredictable ways. Rather than accept that our society evolves randomly, this module seeks to offer insight into the theory and logic of social change.</p> <p>The study of social change within and between societies is a central concern in classical and contemporary sociology. This module critically examines some of the sociological theories and concepts that have been devised to analyse comparative social change. It focuses in particular on theories and concepts of state-society relations and on institutionalism as a perspective to better understand and explain social change across societies. It then critically applies these theories and concepts to a selection of historical and contemporary case studies of countries, regions and social movements. The main aim of the case studies is to illustrate some of the durable concepts, robust findings, internal differences and unresolved issues in the study of comparative social change.</p>
Learning Outcomes	<p>On successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate ability to critically analyse sociological theories and concepts of comparative social change; • Show capacity to critically apply theories and concepts of comparative social change to selected case-studies; • Exhibit personal, social and communication skills useful for active contribution to a group presentation; • Demonstrate critical writing ability to construct, support and summarise an argument that links concepts and cases of comparative social change.
Module Start Date	Michaelmas Term/Semester 1
Module Length	11 weeks

Module Assessment	<p>Group presentation: 25%</p> <p>Written summaries of selected readings: 25%</p> <p>End of Semester Essay (3,500 words): 50%</p>
Indicative Reading List	<p>Allen, K. and O'Boyle, B. (2013) <i>Austerity Ireland: The Failure of Irish Capitalism</i> London: Pluto Press.</p> <p>Appelbaum, R. and Henderson, J. (eds.) (1992) <i>States and Development in the Asia-Pacific Rim</i>. London: Sage.</p> <p>Arrighi, G. (2009) <i>The Long Twentieth Century</i>. London: Verso.</p> <p>Arbrutyn, S. (2014) <i>Revisiting Institutionalism in Sociology</i>. New York: Routledge.</p> <p>Avdagic, S., Rhodes, M. and Visser, J. (eds.) (2011) <i>Social Pacts in Europe: Emergence, Evolution, and Institutionalization</i>. Oxford: Oxford University Press.</p> <p>Boltanski, L. and Chiapello, E. (2005) <i>The New Spirit of Capitalism</i>. London: Verso.</p> <p>Brinton, M. and Nee, V. (eds.) (2001) <i>The New Institutionalism in Sociology</i>. Stanford: Stanford University Press.</p> <p>Castells, M. (2015) <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Cambridge: Polity.</p> <p>Crouch, C. (2011) <i>The Strange Non-Death of Neo-Liberalism</i>. Cambridge: Polity Press.</p> <p>Della Porta, D. and Diani, M. (2006) <i>Social Movements: An Introduction (2nd Edition)</i> Oxford: Blackwell Publishing.</p> <p>Hall, P. A. and Soskice, D. W. (eds.) (2001) <i>Varieties of Capitalism: The Institutional Foundations of Comparative Advantage</i>. Oxford: Oxford University Press.</p> <p>Hobsbawm, E. (1999) <i>Industry and Empire</i>. London: Penguin.</p> <p>Ó Riain, S. (2014) <i>The Rise and Fall of Ireland's Celtic Tiger</i>. Cambridge: Cambridge University Press.</p> <p>Sassen, S. (1998) <i>Globalization and Its Discontents: Essays on the New Mobility of People and Money</i> New York: The New Press.</p> <p>Vogel, E.F. (1993) <i>The Four Little Dragons</i>. Boston, MA: Harvard University Press.</p> <p>Wallerstein, I. (2007) <i>World-Systems Analysis: An Introduction</i> Durham: Duke University Press.</p> <p>Zielonka, J. (2014) <i>Is the EU Doomed?</i> Cambridge: Polity.</p>

Core Module	SO7039: Globalisation and Social Change: India, China and Brazil
Module Credit Volume	10 ECTS
Module Coordinator	Dr Anne Holohan, Department of Sociology, Trinity
Module Description	This module gives an understanding of the diverse paths that nations follow in economic and social development in the contemporary world. Assessing paths and policies requires an understanding of the role of economic, political and social institutions within nations and internationally; the impact of increased interconnectedness, the increasing pressure on natural resources; the huge demographic shifts; a shifting in the economic and geo-political balance of power, specifically the rise of the so-called 'BRICS' – China, India, Brazil, Russia and South Africa.
Learning Outcomes	On successful completion of the module students should be able to: <ul style="list-style-type: none"> • Critically discuss concepts like globalisation, development, neo-liberalism, institutionalism; • Explain the role, both historical and contemporary, of the various actors in globalisation; • Compare and contrast different development strategies and practices in India, China and Brazil; • Engage in current policy debates around globalisation and development; • Improve their writing, problem-solving, debating and policy assessment skills.
Module Start Date	Hilary Term/Semester 2
Module Length	11 weeks
Module Assessment	3,000 word essay: 80% Presentation: 10% Class attendance with weekly written critique: 10%
Indicative Reading List	Evans, P. (1995) <i>Embedded Autonomy: States and Industrial Transformation</i> . Princeton: Princeton University Press. Dreze, J. and Amartya S. (2014) <i>An Uncertain Glory: India and its Contradictions</i> . Penguin: London.

	<p>Guthrie, D. (2012) <i>China and Globalization. The Social, Economic and Political Transformation of Chinese Society</i>. New York: Routledge.</p> <p>Montero, A. (2014) <i>Brazil: Reversal of Fortune</i>. Polity Press.</p> <p>Reid, M. (2014) <i>Brazil: The Troubled Rise of a Global Power</i>. Yale University Press.</p> <p>Sen, A. (2001) <i>Development as Freedom</i>. Oxford: Oxford University Press</p> <p>Stiglitz, J. (2010) <i>Freefall: Free Markets and the Sinking of the Global Economy</i>. Penguin: London.</p> <p>Standing, G. (2014) <i>The Precariat</i>. London: Bloomsbury Academic.</p>
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Elective Module	SO7048: The Migration Challenge: Comparative Educational Perspectives
Module Credit Volume	10 ECTS
Module Coordinator	Dr Malgosia Machowska-Kosciak , Department of Sociology, Trinity
Module Description	<p>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.</p> <p>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.</p>
Learning Outcomes	<p>On successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> • 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 their writing, debating, time management and PowerPoint presentation skills.
Module Start Date	Michaelmas Term/Semester 1

Module Length	11 weeks
Module Assessment	3,000 word essay: 80% Group presentation: 20%
Indicative Reading List	<p><u>Theoretical texts:</u></p> <p>Alba, R. and Nee, V. (2003) <i>Remaking the American Mainstream: Assimilation and Contemporary Migration</i>, Cambridge: Harvard University Press.</p> <p>Gundara, J. (2000) <i>Interculturalism, Education and Inclusion</i>, London: Paul Chapman Educational Publishing.</p> <p>Kymlicka, W. (1995) <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i>, Oxford: Oxford University Press.</p> <p>Modood, T. (2007) <i>Multiculturalism: A Civic Idea</i>, Oxford: Polity Press.</p> <p><u>General migration and education texts:</u></p> <p>Castles, S. and de Haas, H. (2013) <i>The Age of Migration: International Population Movements in the Modern World</i> (fifth edition), Basingstoke: Palgrave Macmillan.</p> <p>Heckmann, F. (2008) <i>Education and Migration: Strategies for integrating migrant children in European schools and societies</i>, Brussels: European Commission.</p> <p>Triandafyllidou, A. and Gropas, R. (eds.) (2014) <i>European Immigration: A Sourcebook</i> (second edition), Farnham: Ashgate.</p> <p><u>Empirical case studies:</u></p> <p>Bloemraad, I. (2006) <i>Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada</i>, Berkeley: University of California Press.</p> <p>Faas, D. (2010) <i>Negotiating Political Identities: Multiethnic Schools and Youth in Europe</i>, Farnham: Ashgate.</p> <p>Koopmans, R., Statham, P., Giugni, M. & Passy, F. (2005) <i>Contested Citizenship: Immigration and Cultural Diversity in Europe</i>, Minneapolis: University of Minnesota Press.</p> <p>Machowska-Kosciak, M., (2016) "Between the two worlds" – a language socialization perspective on identity negotiation among Polish adolescents in Ireland. In: Grucza, S., Olpińska-Szkiefko, M., Romanowski, P., 2016 (Eds.) <i>Bilingual Landscape of the Contemporary World</i>. Frankfurt: Peter Lang.</p>

Elective Module	SO7049: Migration, Labour and Conflict
Module Credit Volume	10 ECTS
Module Coordinator	Dr Camilla Devitt, Department of Sociology, Trinity
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	On successful completion, students should be able to: <ul style="list-style-type: none"> • Explain the main theories of international labour migration; • Discuss the evolving role of the state in governing labour immigration; • Discuss the growth of extreme right political parties in Europe; • Critically discuss conflict regarding labour immigration policies in Western Europe and conflicts concerning Muslim practices in Europe; • Understand work-related discrimination and conflict involving migrant workers.
Module Start Date	Hilary Term/Semester 2
Module Length	11 weeks
Module Assessment	3,000 word essay: 80% Presentation and discussion: 20%
Indicative Reading List	Dancygier, R. (2010) <i>Immigration and Conflict in Europe</i> . New York: Cambridge University Press. Menz, G. (2008) <i>The Political Economy of Managed Migration</i> , Oxford: Oxford University Press. Messina, A.M. (2007) <i>The Logic and Politics of Post-WWII Migration to Western Europe</i> . Cambridge: Cambridge University Press.

	<p>Ruhs, M. and B. Anderson (2010) <i>Who Needs Migrant Workers? Labour shortages, immigration and public policy</i>. Oxford: Oxford University Press.</p> <p>Torpey, J. (2000) <i>The Invention of the Passport</i>. Cambridge: CUP.</p>
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Elective Module	SOC40880: Everyday Nationhood in Comparative Perspective
Module Credit Volume	10 ECTS
Module Coordinator	Dr Iarfhlaith Watson, School of Sociology, UCD
Module Description	Much of the literature on nations and nationalism has focused on the past and on the role of states and élites. In this module students will be introduced to the emerging literature on everyday nationhood; that is, the nation today in the everyday life of everyday people. The particular nations covered in the module will be limited to those in which such work is now emerging. To better understand everyday nationhood students also will be introduced to the more established literature on the sociology of everyday life. Furthermore, students will engage in a piece of practical visual research of everyday Irishness.
Learning Outcomes	On successful completion of the module students should be able to: <ul style="list-style-type: none"> • Critically evaluate and explain the main sociological and other approaches to everyday nationhood, • Apply their knowledge of the sociology of everyday life and visual methodology.
Module Start Date	Hilary Term/Semester 2
Module Length	11 weeks
Module Assessment	Attendance, participation and written summaries of weekly readings: 20% Visual fieldwork and presentation: 20% End-of-semester essay of 3,000 words : 60%
Indicative Reading List	Brett, J. and A. Moran (2011) 'Cosmopolitan nationalism: ordinary people making sense of diversity', <i>Nations and Nationalism</i> 17(1): 188-206. Edensor, T. (2002) <i>National Identity, Popular Culture and Everyday Life</i> . Oxford, Berg. Fox, J. E. and C. Miller-Idriss (2008) 'Everyday nationhood', <i>Ethnicities</i> 8(4): 536-563. Felski, R. (2000) 'The invention of everyday life', <i>New Formations</i> 39: 15 – 31. Emmison, M. and P. Smith (2000) <i>Researching the Visual</i> . London, Sage.

	<p>McCrone, D. and F. Bechhofer (2015). <i>Understanding National Identity</i>. Cambridge, Cambridge University Press.</p> <p>Miller-Idriss, C. and B. Rothenberg (2011) 'Ambivalence, pride and shame: conceptualisations of German nationhood', <i>Nations and Nationalism</i> 17: 1-24.</p> <p>Wodak, R. and R. de Cillia (2007) 'Commemorating the past: the discursive construction of official narratives about the 'Rebirth of the Second Austrian Republic'', <i>Discourse & Communication</i> 1(3): 337-363.</p>
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Elective Module	SOC40230: Economic Globalisation and Social Change
Module Credit Volume	10 ECTS
Module Coordinator	Dr Kieran Allen, School of Sociology, UCD
Module Description	Globalisation is a contested idea. For some it implies a new world where social practices must adapt to market 'realities'. For others it has become a code word for neoliberal capitalism. This course examines this contested meaning by seeking to de-mystify some of social features of the global economy. It looks at the globalisation of trade, finance and production and examines the impact that they have on social movements. It also looks at the relationship between the nation state, multinational corporations and the globalised economy. It assesses the possibilities for resistance and human agency. Finally, the course looks at the variety of critiques made by the anti-globalisation movement.
Learning Outcomes	On successful completion of the module students should be able to: <ul style="list-style-type: none"> • Explain the social processes behind the globalisation of finance, production and trade; • Assess the historical role of the state and its changing relationship with the global economy; • Critically discuss some of the issues that face social movements such as the labour movement and the environmental movement as they confront globalisation; • Engage in debates between supporters of globalisation and their critics.
Module Start Date	Michaelmas Term/Semester 1
Module Length	11 weeks
Module Assessment	3,000 word project: 100%
Indicative Reading List	Harvey,D.(2005) A Short of Neo-Liberalism Oxford, OUP. Hirst, P and Thompson, G. (1996) Globalisation in Question Cambridge, Polity. Waters, M. (1995) Globalisation London, Routledge.

Elective Module	SOC40900: Comparing Healthcare Systems
Module Credit Volume	10 ECTS
Module Coordinator	Dr Naonori Kodate, School of Social Policy, Social Work and Social Justice, UCD
Module Description	Taking a comparative approach, with a particular focus on industrial advanced economies, this module aims to introduce the students to the workings of the healthcare systems in different societies, while providing a strong background in the analytical frameworks of comparative social policy. Themes covered in the course include the historical foundations of different healthcare systems; similarities and differences in the way healthcare is financed, provided and regulated; contemporary debates on healthcare and social care reforms such as economic sustainability, erosion of universal access, quality improvement, patient safety, medical tourism and migration of healthcare professionals.
Learning Outcomes	On successful completion students should be able to: <ul style="list-style-type: none"> • Critically explain the structure of healthcare systems in industrially advanced economies; • Critically discuss major economic, political and sociological issues involved in the organisation, production and financing of healthcare services, both nationally and internationally; • Analyse the roles of professionals, users and researchers in the making, implementation and evaluation of health policy through the use of case studies.
Module Start Date	Michaelmas Term/Semester 1
Module Length	11 weeks
Module Assessment	4,500 word end of term essay: 90% Individual presentation and class participation: 10%
Indicative Reading List	Blank, R.H. and Burau, V. (2010) <i>Comparative health policy</i> . Palgrave Macmillan. Daniels, N. (2008) <i>Just health: Meeting health needs fairly</i> . New York: Cambridge University Press. Johnson, J.A. and Stoskopf, C.H. (2010) <i>Comparative health systems: Global perspectives</i> . Sudbury, MA, Jones and Bartlett Publishers.

Core Module	SOC40990 Art, Knowledge and the Politics of Social Change
Module Credit Volume	10 ECTS
Module Coordinator	Dr Alice Feldman, School of Sociology, University College Dublin
Module Description	<p>This module examines the dynamics, roles and politics of culture, art and creative agency in the reproduction and transformation of society and 'the radical imagination'. It focuses on the ways socially engaged/radical art/artists speak to and trouble the discursive and institutional formations that render difference 'problematic' and that contribute to the material consequences of marginalisation, disenfranchisement and inequality.</p> <p>As such, art/arts practices will be critically explored (1) as objects of research (ie., as forms of cultural production that provide insights into understandings of society); (2) as forms of inquiry – (how, like other forms of 'research', they involve processes of social engagement, analysis and critique); (3) as acts of political intervention; and (4) as an area of scholarship that complements and informs contemporary debates in social science research concerning ethics, reflexivity and knowledge politics in relation to voice, representation, participation and broader projects of decoloniality.</p> <p>This is an empirically-focused module that interrogates the relationships and tensions across epistemology, aesthetics and pedagogy through examination of ground-breaking works across a range of political histories, pressing social justice issues and national contexts. Through the transdisciplinary exploration of scholarship and the development and collective critique of field-based projects, students will have the opportunity to cultivate new forms of research methodologies and critical analysis arising in the confluences of arts and social science scholarship and practice.</p>
Learning Outcomes	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Critically discuss the complex relationships between culture, knowledge production and social change; • Assess the interdisciplinary scholarship underpinning the areas of socially engaged arts and research practices, and the ways in which they operate as forms of critical social inquiry and intervention; • Understand and apply fundamental skills necessary to undertake advanced research in these areas.

Module Start Date	Hilary Term/Semester 2
Module Length	11 weeks
Module Assessment	Weekly practice-based assignments: 35% Final Project (3,500 words): 65%
Indicative Reading List	<p>Haiven, Max and Alex Khasnabish (2014) <i>The Radical Imagination: Social Movement Research in the Age of Austerity</i>. Zed.</p> <p>Kester, Grant (2011) <i>The One and the Many: Contemporary Collaborative Art in a Global Context</i>. Duke.</p> <p>Knowles, Gary and Ardra Cole (eds.). 2008. <i>Handbook of the Arts in Qualitative Research</i>. Sage.</p> <p>McKee, Yates. (2016) <i>Strike Art: Contemporary Art and the Post-Occupy Condition</i>. Verso.</p> <p>Mesch, Claudia (2013) <i>Art and Politics: A Small History of Art for Social Change Since 1945</i>. I.B.Tauris.</p> <p>Smith, Hazel and RT Dean (eds.) (2009) <i>Practice-led Research, Research-led Practice in the Creative Arts</i>. Edinburgh University.</p>

Elective Module	SO7040: Gender and Social Change in a Comparative Context
Module Credit Volume	10 ECTS
Module Coordinator	Dr Peter Muhlau, Department of Sociology, Trinity
Module Description	Over the last century or so, gender relations have become much more egalitarian at least in Western advanced industrial societies. However, this 'gender revolution' has been characterised as 'uneven and stalled', 'peaked' and perhaps already in reverse gear, and anyway as 'incomplete'. This module introduces students into the gendering of market and family work and the resulting inequalities. It provides a description of the division of labour between women and men and how it has changed using historical and cross-national data. It aims to analyse the underlying causes of the momentum and inertia of the 'gender revolution' through the lens of theoretical-empirical sociology. The module starts with looking at differences between men and women and whether these differences can explain the division of labour in historical and contemporary societies. It examines the relationship between ecology, technology and the gendering of work and the role of family and household formation. It traces the evolution of female labour market participation and of the vertical and horizontal pattern of segregation of men and women. Particular emphasis is put on the organisation and division of family work, an area which is considered to be particularly resistant to change with important re-percussions for the sphere of market work.
Learning Outcomes	On successful completion of the module students should be able to: <ul style="list-style-type: none"> • Describe variations of gender relations over time and across cultures; • Analyse the potential causes of the historical and cross-cultural variations; and their interplay; • Critically assess the empirical evidence for the proposed patterns of gender relations and causal associations.
Module Start Date	Hilary Term/Semester 2
Module Length	11 weeks
Module Assessment	3,000 word essay: 80% Group presentations: 20%

<p>Indicative Reading List</p>	<p>Alesina, A., Giuliano, P. and Nunn, N. (2013) 'On the origins of gender roles: Women and the plough', <i>The Quarterly Journal of Economics</i> 128(2): 469-530.</p> <p>Blau, F.D., M.C. Brinton and Grusky, D.B. (eds) (2006) <i>The Declining Significance of Gender?</i> Russell Sage Foundation.</p> <p>Charles, M. and Grusky, D.B. (2004) <i>Occupational Ghettos: The worldwide segregation of women and men.</i> Stanford University Press.</p> <p>De Moor, T. and Van Zanden, J.L. (2010) 'Girl power: the European marriage pattern and labour markets in the North Sea region in the late medieval and early modern period', <i>The Economic History Review</i>, 63(1): 1-33.</p> <p>England, P. (2010) 'The gender revolution: Uneven and stalled', <i>Gender & Society</i> 24(2): 149-166.</p> <p>Goldin, C. (2006) <i>The quiet revolution that transformed women's employment, education, and family</i> (No. w11953). National Bureau of Economic Research.</p> <p>Olivetti, C. and Petrongolo, B. (2016) 'The evolution of gender gaps in industrialized countries', <i>Annual Review of Economics</i> 8: 405-434.</p> <p>Treas, J. and Drobnič, S. (eds) (2010) <i>Dividing the Domestic: Men, women, and Household Work in Cross-national Perspective</i>, Stanford: Stanford University Press.</p> <p>Whyte, M.K. (2015) <i>The Status of Women in Preindustrial Societies</i>, Princeton: Princeton University Press.</p> <p>Wood, W. and Eagly, A.H. (2012) 'Biosocial Construction of Sex Differences and Similarities in Behavior', <i>Advances in Experimental Social Psychology</i> 46(1): .55-123.</p>
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Core Module	SO7300/SOC40920: Dissertation
Module Credit Volume	30 ECTS
Module Coordinator	Dr Camilla Devitt, Department of Sociology, Trinity Dr Mathew Creighton, School of Sociology, UCD
Other Teaching Staff	All full-time staff at Trinity and UCD Sociology
Module Description	The aim of this module is to complete a research project and present the outcomes in the form of a research dissertation. In conjunction with the research supervisors, students will complete a substantial body of research and present their findings in the form of a dissertation. The research skills demonstrated by the student will be considered in relation to the formulation, logic and coherence of the research question, appropriateness of the research methodology selected, theoretical understanding of the research area. As part of the Research Methods module, students will have completed a detailed research proposal. Through this proposal students will have formulated an appropriate and feasible research question with the support of their supervisor. Execution of the research activity will be conducted by students in association with their supervisors, who will be staff members of both universities.
Learning Outcomes	On successful completion of the module students should be able to: <ul style="list-style-type: none"> • Devise, develop and complete a substantial, intellectually challenging research project related to their field of study; • Selectively apply concepts, theories, methods and subject-specific terminology used in the field of study with rigour and discrimination; • Relate the specific research topic appropriately to wider social change issues, debates or concerns; • Present a coherent argument that draws on an engagement with and critical appraisal of existing knowledge relevant to the research project.
Module Start Date	Michaelmas Term
Module Length	Full year
Module Assessment	Dissertation: 20,000 words max
Indicative Reading List	Best, S. (2012) <i>Understanding and Doing Successful Research: data collection and analysis for the social sciences</i> , Pearson.

DISSERTATION GUIDELINES

1. Topic, research methods and coverage

The dissertation must consist of an independent original piece of research and can be on any topic in relation to comparative social change. You will begin preparation for your dissertation by writing a dissertation proposal in the Research Methods module (SO7002) which will be assessed. A pass mark (minimum 40%) is needed to proceed to write a dissertation between April and August, subject to having passed all required taught module assessments including resubmissions.

Following discussion with the institutional module coordinator, course director and course lecturing team each student will be assigned an appropriate supervisor linked either to Trinity or UCD. Students will be governed by the dissertation guidelines of the institutions to which their supervisors are attached. The pool of supervisors is all full-time staff in both institutions. Students will be allocated evenly between both institutions, bearing in mind the dissertation topic and staff expertise. The supervision in this module will be on a regular and ongoing basis (6-7 meetings in total). There will normally be one supervisor per student except where specific expertise of a co-supervisor is required to assist the student to complete the dissertation.

2. Submission dates and marking process

The dissertation should be submitted no later than **31 August** to suit the joint court of examiners. The dissertation will be assessed by two independent markers during the month of September. The External Examiner, Professor Mike Savage of the London School of Economics, will read a selection of the dissertations, including borderline cases, distinctions and disputed cases.

The MSc research dissertation will be marked under the following headings:

- Background (Title, abstract, introduction, aims and objectives)
- Literature review and theoretical framework
- Methodology
- Analysis and discussion
- Style and presentation

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.

3. 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 Web of Knowledge, the Social Sciences Citation Index, JSTOR and other databases in the UCD and TCD library websites;

4. Dissertation Proposals

Your dissertation proposal, submitted as part of the SO7002 Research Methods module, 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.

5. Ethical guidelines

Issues of informed consent, privacy and voluntary participation form part of every research project. Students whose dissertation supervisor is based at Trinity and who undertake empirical research must follow the guidelines of the Research Ethics Committee of the School of Social Sciences and Philosophy at Trinity. Students are responsible for obtaining ethics approval prior to any fieldwork. (If your supervisor is at Trinity please use this form <https://www.tcd.ie/sps/research/ethics/> which has to be signed off by the Department ethics officer to assess the need for a certificate of ethical approval by the School of Social Sciences and Philosophy). Students whose dissertation supervisor is based at UCD and who undertake empirical research must follow the guidelines of the UCD Research Ethic Committee, and obtain ethics approval from the Human Research subcommittee prior to any fieldwork, if the research is not exempt from approval. Students will be given clear guidelines with regard to research ethics by the module coordinator and dissertation supervisor (in UCD you apply for ethical approval or exemption through your supervisor: <http://www.ucd.ie/researchethics/ethics/>).

6. 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. Abstract: This 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.
5. Table of Contents page
6. Introduction: briefly outline the research focus, the literature used and the methodology used.
7. Literature review(s) and/or theoretical and conceptual framework: here you can thematically review the literature, define key concepts and/or introduce relevant theoretical angles
8. 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.
9. 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.
10. Conclusion: In this chapter you report your main conclusions and contextualise them in the general implications and relevance to the wider literature.
11. Footnotes: You do not need footnotes to indicate your references since you will use the 'author-date' method as described in essay guidelines section of the Handbook. If you use footnotes at all, they will be to make minor points of clarification.
12. Tables and/or Maps (unless these are included in the text)
13. Appendices: e.g., questionnaires, topic list for semi-structured interviews (if used), etc.
14. 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).

Please discuss the final format and deviations from the above with your supervisor.

7. The Dissertation: Presentation

Dissertations 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.

MSc dissertations are submitted in the first instance in **two A4 soft bound copies** to the Department of Sociology at Trinity College Dublin (if you have a Trinity-based supervisor), or to the School of Sociology at University College Dublin (if you have a UCD-based supervisor). 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. The final size when bound must not exceed 320x240 mm. The hard-bound copy will be lodged in the Department of Sociology/School of Sociology offices on the respective campuses and be available to borrowers (unless specifically embargoed).

8. The Dissertation: Length

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).

9. Some Useful Reading

O'Leary, Zina. 2010. *The Essential Guide to Doing your Research Project*. Los Angeles: Sage. Companion website at <http://www.uk.sagepub.com/resources/oleary/>

Silverman, David. 2010. *Doing Qualitative Research: A Practical Handbook (3rd edition)*. London: Sage. Companion website at <http://www.uk.sagepub.com/silverman>

ESSAY GUIDELINES

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

Ten useful tips for writing essays:

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

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

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

Citations in an essay

(a) One author, one publication

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

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

(b) One author, more than one publication

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

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

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

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

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

(d) More than one author, more than one publication to each

The procedures of (b) and (c) are joined.

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

(e) Co-authorship

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

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

(f) Prolific authors

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

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

Quotations in an essay

(a) Non-indented quotations

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

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

(b) Indented quotations

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

For example:

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

Preparing a bibliography

(a) Authored books

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

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

(b) Co-authored books

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

For example:

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

(c) Edited books

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

For example:

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

(d) Co-edited books

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

For example:

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

(e) Prolific authors

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

For example:

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

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

(f) Articles in journals

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

For example:

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

(g) Articles in edited books

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the article in single inverted commas, a full stop, the word 'in', the name of the author of the book with first initial followed by surname, and then as in (c) above.

For example:

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

(h) Online resources and documents

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

For example:

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

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

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

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

Trinity 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.

----- O -----
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.

----- O -----
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.

----- O -----

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.

----- O -----

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.

----- O -----

Bad Fail F2 0-29

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

----- O -----

Resubmission of failed coursework

Students must resubmit failed coursework 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%)

UCD Marking scale

Grade descriptors act as guidelines for students and academic staff. The grade descriptors below have been approved by Academic Council as general guidance, and may be adapted to the particular needs of modules in the subject in which the Extern is examining

Grade	Criteria more relevant to module levels ¹ : 0, 1 and 2 in the categories of knowledge, understanding and	Additional criteria more relevant to module levels: 3 and 4 in the categories of analysis, synthesis and evaluation
A	<p>Excellent A comprehensive, highly-structured, focused and concise response to the assessment task, consistently demonstrating</p> <ul style="list-style-type: none"> • an extensive and detailed knowledge of the subject matter • a highly-developed ability to apply this knowledge to the task set • evidence of extensive background reading • clear, fluent, stimulating and original expression • excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors 	<p>A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting;</p> <ul style="list-style-type: none"> • a deep and broad knowledge and critical insight as well as extensive reading; • a critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework • an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation; • a highly-developed capacity for original, creative and logical thinking
B	<p>Very Good A thorough and well-organised response to the assessment task, demonstrating</p> <ul style="list-style-type: none"> • a broad knowledge of the subject matter • considerable strength in applying that knowledge to the task set • evidence of substantial background reading • clear and fluent expression • quality presentation with few presentation errors 	<p>A substantial engagement with the assessment task, demonstrating</p> <ul style="list-style-type: none"> • a thorough familiarity with the relevant literature or theoretical, technical or professional framework • well-developed capacity to analyse issues, organise material, present arguments clearly and cogently well supported by evidence, citation or quotation; • some original insights and capacity for creative and logical thinking.

<p>C</p>	<p>Good An adequate and competent response to the assessment task, demonstrating</p> <ul style="list-style-type: none"> adequate but not complete knowledge of the subject matter omission of some important subject matter or the appearance of several minor errors capacity to apply knowledge appropriately to the task albeit with some errors evidence of some background reading clear expression with few areas of confusion writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary good presentation with some presentation errors 	<p>An intellectually competent and factually sound answer with, marked by,</p> <ul style="list-style-type: none"> evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework good developed arguments, but more statements of ideas arguments or statements adequately but not well supported by evidence, citation or quotation some critical awareness and analytical qualities some evidence of capacity for original and logical thinking
<p>D</p>	<p>Satisfactory An acceptable response to the assess with</p> <ul style="list-style-type: none"> basic grasp of subject matter, but somewhat lacking in focus and structure main points covered but insufficient detail some effort to apply knowledge to the task but only a basic capacity or understanding displayed little or no evidence of background reading several minor errors or one major error satisfactory presentation with an acceptable level of presentation errors 	<p>An acceptable level of intellectual engagement with the as task showing</p> <ul style="list-style-type: none"> some familiarity with the relevant literature or theoretical, technical or professional framework mostly statements of ideas, with limited development of argument limited use of evidence, citation or quotation limited critical awareness displayed limited evidence of capacity for original and logical thinking
<p>D-</p>	<p>Acceptable The minimum acceptable standard of response to the assessment task which</p> <ul style="list-style-type: none"> shows a basic grasp of subject matter but may be poorly focussed or badly structured or contain irrelevant material has one major error and some minor errors demonstrates the capacity to complete only moderately difficult tasks related to the subject material no evidence of background reading displays the minimum acceptable standard of presentation (spelling, grammar, graphical) 	<p>The minimum acceptable level of intellectual engagement the assessment task with</p> <ul style="list-style-type: none"> the minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework ideas largely expressed as statements, with little or no developed or structured argument minimum acceptable use of evidence, citation or quotation little or no analysis or critical awareness displayed or is only partially successful little or no demonstrated capacity for original and logical thinking

E	<p>Marginal A response to the assessment task which fails to meet the minimum acceptable standards yet</p> <ul style="list-style-type: none"> engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus has two major error and some minor errors demonstrates the capacity to complete only part of, or the simpler elements of, the task an incomplete or rushed answer e.g. the use of bullet points through part 	<p>A factually sound answer with a partially successful, but not entirely acceptable, attempt to</p> <ul style="list-style-type: none"> integrate factual knowledge into a broader literature or theoretical, technical or professional framework develop arguments support ideas or arguments with evidence, citation or quotation
F	<p>Unacceptable A response to the assessment task which is unacceptable, with</p> <ul style="list-style-type: none"> a failure to address the question resulting in a largely irrelevant answer or material of marginal relevance predominating a display of some knowledge of material relative to the question posed, but with very serious omissions / errors and/or major inaccuracies included in answer solutions offered to a very limited portion of the problem set 	<p>An unacceptable level of intellectual engagement with the assessment task, with</p> <ul style="list-style-type: none"> no appreciation of the relevant literature or theoretical, technical or professional framework no developed or structured argument no use of evidence, citation or quotation no analysis or critical awareness displayed or is only partially successful no demonstrated capacity for original and logical thinking
G	<p>Wholly unacceptable</p> <ul style="list-style-type: none"> complete failure to address the question resulting in an entirely irrelevant answer little or no knowledge displayed relative to the question posed little or no solution offered for the problem set evidence of extensive plagiarism 	<p>No intellectual engagement with the assessment task</p>

Plagiarism

Plagiarism is interpreted by Trinity College Dublin 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, Trinity College Dublin 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 2016-17 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://www.tcd.ie/CAPSL/readysteadywrite/>

You can also find similar plagiarism information in UCD:

UCD Plagiarism Policy: <http://www.ucd.ie/registry/academicsecretariat/plagiarism.htm>

UCD Plagiarism Online Tutorial: <http://libguides.ucd.ie/academicintegrity/plagiarismandwriting>

The Harvard Style for citing and referencing: <http://libguides.ucd.ie/academicintegrity/harvardstyle>