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Introduction and Welcome

Dear Students,

Welcome to the MSc 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 your knowledge of the social, cultural and economic forces which lead to wider social change. It is particularly relevant for those of you interested in pursuing careers in research, policy development, the public sector, nongovernmental organisations and national or local government. The course 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. Two core modules are provided by Trinity, and one by UCD. There is approximate parity between optional modules and balance between students in modules overall.

UCD is the administrative hub for the programme with responsibilities that range from applications, fees, scholarships, grades and grade approval, extensions, graduation, and routine administration. There is a programme Course Director at Trinity and an institutional Coordinator at UCD, and we both 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 D404, 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 and lucia.suchorova@ucd.ie (Ms Lucia Suchorova)
Websites	www.tcd.ie/sociology http://www.ucd.ie/sociology/
Course Director (TCD)	Prof Daniel Faas, 01 896 3443, daniel.faas@tcd.ie Office Hours: Please email for an appointment.
Course Coordinator (UCD)	Dr Gerard Boucher, 01 716 8506, gerard.boucher@ucd.ie Office Hours: Please email for an appointment.

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 2024. Students are required to accumulate 90 ECTS credits in total.

Compulsory Modules			
Code	Module Title	ECTS	Lecturer
SOC40810	Introduction to Comparative Social Change	10	Dr Gerard Boucher
SOP77101/ SOC40840	Research Methods	10	Dr Yekaterina Chzhen & Dr David Ralph
SOP77112/ SOC40850	Globalisation and Social Change: India, China, Brazil	10	Dr Anne Holohan
SOP77300/ SOC40920	Dissertation	30	Prof Daniel Faas & Dr Gerard Boucher

Optional Modules			
Code	Module Title	ECTS	Lecturer
SOC41180	Global responses to Climate Change	10	Dr Egle Gusciute
SPOL40470	Comparing Healthcare Systems	10	Dr Naonori Kodate
SOP77081/ SOC40960	The Migration Challenge: Comparative Educational Perspectives	10	Prof Daniel Faas
SOP77052/ SOC40980	Labour, Migration, Conflict	10	Dr Camilla Devitt
SOC40620	Nationalism and Social Change	10	Prof Siniša Malešević
SOC41060	Religion in Comparative Perspective	10	Dr Sarah Carol
SOC41070	Sociological Thinking in the Digital Age	10	Assoc Prof Taha Yasseri
SOP77091/ SOC40910	Gender and Social Change in Comparative Context	10	Dr Roderick Condon
SOP77111/ SOC41110	Social Change and Adolescent Health and Well-Being: Issues and Challenges	10	Dr Alina Cosma

Course Timetable 2023/24

Michaelmas Term/Autumn Trimester

Time	Monday	Tuesday	Wednesday	Thursday	Friday				
9:00 AM			<u>SOP77081/SOC40960</u>						
to			The Migration Challenge: Comparative Educational						
11:00 AM									
Room			Arts 4050B						
Week Nrs			3-8,10-14						
Co-ordinator			Daniel Faas						
11:00 AM	<u>SOC41180</u>			<u>SOP77101/SOC40840</u>					
to	Responses to Climate Change			Research Methods					
1:00 PM									
Room	D422-ART (UCD)			Arts 3025 / Arts 4035					
Week Nrs	1-7,9-12			3-8,10-14					
Co-ordinator	Egle Gusciute			Yekaterina Chzhen & David Ralph					
1:00 PM	<u>SOC40810</u>								
to	Introduction to Comparative Social Change								
3:00 PM									
Room	D422-ART (UCD)								
Week Nrs	1-7,9-12								
Co-ordinator	Gerard Boucher								
3:00 PM		<u>SPOL40470</u>							
to		Comparing Healthcare Systems	Trinity Sociology Research Seminar (3-4pm only)						
5:00 PM									
Room		QUI116 (UCD)	6 th floor College Green						
Week Nrs		3-7,9-12	3-8,10-14						
Co-ordinator		Naonori Kodate	Jan Skopek						
4:00 PM			<u>SOP77111/SOC41110</u>						
to			Social Change and Adolescent Health and Well-Being						
6:00 PM									
Room			2.02 College Green						
Week Nrs			3-8,10-14						
Co-ordinator			Alina Cosma						
UCD Wk Number	TCD Wk Number	Monday	Tuesday	Wednesday	Thursday	Friday	UCD Wk Number	TCD Wk Number	
1	3	11-Sep-23	12-Sep-23	13-Sep-23	14-Sep-23	15-Sep-23	1	3	
2	4	18-Sep-23	19-Sep-23	20-Sep-23	21-Sep-23	22-Sep-23	2	4	
3	5	25-Sep-23	26-Sep-23	27-Sep-23	28-Sep-23	29-Sep-23	3	5	
4	6	02-Oct-23	03-Oct-23	04-Oct-23	05-Oct-23	06-Oct-23	4	6	
5	7	09-Oct-23	10-Oct-23	11-Oct-23	12-Oct-23	13-Oct-23	5	7	
6	8	16-Oct-23	17-Oct-23	18-Oct-23	19-Oct-23	20-Oct-23	6	8	
7	9	23-Oct-23	TCD Study Week				29-Oct-23	7	9
8	10	30-Oct-23	UCD Study Week				05-Nov-23	8	10
9	11	06-Nov-23	07-Nov-23	08-Nov-23	09-Nov-23	10-Nov-23	9	11	
10	12	13-Nov-23	14-Nov-23	15-Nov-23	16-Nov-23	17-Nov-23	10	12	
11	13	20-Nov-23	21-Nov-23	22-Nov-23	23-Nov-23	24-Nov-23	11	13	
12	14	27-Nov-23	28-Nov-23	29-Nov-23	30-Nov-23	01-Dec-23	12	14	

Hilary Term/Spring Trimester

Time	Monday	Tuesday	Wednesday	Thursday	Friday				
9:00 AM				<u>SOP77091/SOC40910</u>					
to				Gender and Social Change in Comparative Context					
11:00 AM				2.16 Foster Place					
Room				22-27,29-33					
Week Nrs				Roderick Condon					
Co-ordinator									
11:00 AM									
to									
1:00 PM									
Room									
Week Nrs									
Co-ordinator									
1:00 PM		<u>SOC40620</u>	<u>SOP77112/SOC40850</u>						
to		Nationalism and Social Change	Globalisation and Social Change: India, China, Brazil						
3:00 PM		D422-ART (UCD)	TRISS						
Room		20-26,29-33	22-27,29-33						
Week Nrs		S. Malesevic & I. Watson	Anne Holohan						
Co-ordinator									
2:00 PM	<u>SOC41070</u>	<u>SOC41060</u>		<u>SOP77101/SOC40840</u>					
to	Sociological Thinking in the Digital Age	Religion in Comparative Perspective (3-5pm)	Trinity Sociology Research Seminar (3-4pm only)	Research Methods (3-5pm)					
4:00 PM	C001-SWB (UCD)	D422-ART (UCD)	6 th floor College Green	Arts 1013 (PC Lab)					
Room	20-26,29-33	20-26,29-33	22-27,29-33	22-27,29-33					
Week Nrs	Taha Yasseri	Sarah Carol	Jan Skopek	Yekaterina Chzhen & David Ralph					
Co-ordinator									
4:00 PM			<u>SOP77052/SOC40980</u>						
to			Labour, Migration, Conflict						
6:00 PM			TRISS						
Room			22-27,29-33						
Week Nrs			Camilla Devitt						
Co-ordinator									
UCD Wk Number	TCD Wk Number	Monday	Tuesday	Wednesday	Thursday	Friday	UCD Wk Number	TCD Wk Number	
20	22	22-Jan-24	23-Jan-24	24-Jan-24	25-Jan-24	26-Jan-24	20	22	
21	23	29-Jan-24	30-Jan-24	31-Jan-24	01-Feb-24	02-Feb-24	21	23	
22	24	05-Feb-24	06-Feb-24	07-Feb-24	08-Feb-24	09-Feb-24	22	24	
23	25	12-Feb-24	13-Feb-24	14-Feb-24	15-Feb-24	16-Feb-24	23	25	
24	26	19-Feb-24	20-Feb-24	21-Feb-24	22-Feb-24	23-Feb-24	24	26	
25	27	26-Feb-24	27-Feb-24	28-Feb-24	29-Feb-24	01-Mar-24	25	27	
26	28	04-Mar-24	TCD Study Week				10-Mar-24	26	28
27	29	11-Mar-24	UCD Study Week				17-Mar-24	27	29
28	30	18-Mar-24	UCD Study Week				24-Mar-24	28	30
29	31	25-Mar-24	26-Mar-24	27-Mar-24	28-Mar-24	29-Mar-24	29	31	
30	32	01-Apr-24	02-Apr-24	03-Apr-24	04-Apr-24	05-Apr-24	30	32	
31	33	08-Apr-24	09-Apr-24	10-Apr-24	11-Apr-24	12-Apr-24	31	33	
32	34	15-Apr-24	16-Apr-24	17-Apr-24	18-Apr-24	19-Apr-24	32	34	
33		22-Apr-24	23-Apr-24	24-Apr-24	25-Apr-24	26-Apr-24	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, [Prof Neil McLaughlin](#) from

McMaster University in Canada. It is chaired by the Course Director. Given that UCD is the administrative hub of the MSc programme, 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 2024.** 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.

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](#)

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 with the Trinity Careers Service (Facilitator: Ms. Orla O'Dwyer) has been arranged for students on the MSc Comparative Social Change **to take place on Wednesday 25th October 2023, from 2-4pm (6th floor Conference Room at 3 College Green)**. It is expected that all students attend this session. If for any reason you cannot make it please email daniel.faas@tcd.ie in advance. Topics covered include: CV, Interviews, Job search, and different career pathways for MSc graduates.

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>

UCD

A map of UCD can be found by clicking here:

<http://www.ucd.ie/students/newstudents/maps.html>

Section 2: Module Outlines and Course Requirements

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/Autumn Trimester
Module Length	11 weeks

Module Assessment	<p>Concept Analysis – Week 4 (500 words): 15%</p> <p>Applied Analysis – Week 8 (1,000 words): 25%</p> <p>End of Trimester Essay (1,500 words): 60%</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>

Elective Module	SOC41180: Global Responses to Climate Change
Module Credit Volume	10 ECTS
Module Coordinator	Dr Egle Gusciute, School of Sociology, UCD
Module Description	Climate change is one of the most pressing challenges currently facing societies at local, national, and global levels. This module examines climate change from a sociological perspective, with a focus on the interactions between human societies and the natural environment. The overall aim of this module is to provide students with a comprehensive understanding of social and global dimensions of climate change, while critically analysing global issues and potential solutions. Throughout the module, students will engage with key sociological theories, concepts and empirical research and will examine topics such as environmental inequality, climate-induced migration, consumption, waste, sustainability, energy transitions, pollution, social movements, and social acceptance from interdisciplinary and comparative perspectives. In addition, students will be introduced to social life cycle assessment (SLCA) in assessing the social impacts of climate change solutions and policy interventions. By the end of the module, students will develop a deep understanding of the sociological underpinnings of climate change, enabling them to contribute to informed and sustainable solutions in addressing this global challenge.
Learning Outcomes	<p>On successful completion students should be able to:</p> <ul style="list-style-type: none"> • Acquire an understanding of social dimensions of climate change and engage with key concepts, debates and issues; • Display competence in interpreting and analysing theoretical, methodological and empirical work on social dimensions of climate change from an interdisciplinary perspective; • Reflect and critically analyse social dimensions of climate change; • Identify key issues and consider possible solutions from a comparative and global perspectives
Module Start Date	Michaelmas Term/Autumn Trimester
Module Length	11 weeks
Module Assessment	3,000 word end of term essay: 70% In-class presentation: 30% (throughout the semester)

<p>Indicative Reading List</p>	<p>Barry, J. (2007). <i>Environment and Social Theory</i> (2nd ed.). Oxon: Routledge.</p> <p>Bell, M. M., Ashwood, L. L., Leslie, I. S., & Schlachter, L. H. (2021). <i>An Invitation to Environmental Sociology</i> (6th ed.). New York: Sage.</p> <p>Carolan, M. (2020). <i>Society and the Environment: Pragmatic Solutions to Ecological Issues</i> (3rd ed.). New York: Routledge, Taylor & Francis Group.</p> <p>Dhillon, J. (2022). <i>Indigenous Resurgence: Decolonialization and Movements for Environmental Justice</i>. S.I.: Berghahn Books.</p> <p>Dunlap, R. E., & Brulle, R. J. (2015). <i>Climate Change and Society: Sociological Perspectives</i>. New York: Oxford University Press.</p> <p>Dunlap, R. E., Buttel, F. H., Dickens, P., & Gijswijt, A. (Eds.) (2002). <i>Sociological Theory and the Environment: Classical Foundations, Contemporary Insights</i>. Boston: Rowman & Littlefield.</p> <p>Ghosh, A. (2021). <i>The Nutmeg's Curse: Parables for a Planet in Crisis</i>. London: John Murray.</p> <p>Gould, K. A., & Lewis, T. L. (Eds.) (2020) <i>Twenty Lessons in Environmental Sociology</i> (3rd Edition). New York: Oxford University Press.</p> <p>Gross, M. & Heinrichs. H. (Eds.) (2010). <i>Environmental Sociology: European Perspectives and Interdisciplinary Challenges</i>. Dordrecht: Springer</p> <p>Legun, K., Keller, J. C., Carolan, M. S., & Bell, M. (Eds.). (2020). <i>The Cambridge Handbook of Environmental Sociology</i> (Vol. 1 and Vol. 2). Cambridge: Cambridge University Press.</p> <p>Manuel-Navarrete, D., Pelling, M., & Redclift, M. R. (2012). <i>Climate change and the Crisis of Capitalism: A Chance to Reclaim Self, Society and Nature</i>. London: Routledge.</p> <p>Norgaard, K. M. (2011). <i>Living in Denial: Climate Change, Emotions, and Everyday Life</i>. Cambridge, Mass: MIT Press.</p> <p>Park, L. S.-H., & Pellow, D. N. (2011). <i>The Slums of Aspen: Immigrants vs. The Environment in America's Eden</i>. New York: New York University Press.</p> <p>Stillerman, J. (2015). <i>The Sociology of Consumption: A Global Approach</i>. Malden, MA: Polity Press.</p> <p>Szasz, A. (2007). <i>Shopping Our Way to Safety: How We Changed From Protecting the Environment to Protecting Ourselves</i>. Minneapolis: University of Minnesota Press.</p>
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Elective Module	SPOL40470: 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	Through comparative study of different health care systems, this course seeks to develop a critical awareness of the key debates in policy reforms, e.g. the role of government and other actors such as the private sector, health care professionals and users. Themes covered in the course include the historical foundations of different health care systems; similarities and differences in the way health care is financed, provided and regulated; contemporary debates on care reforms including the impact of Covid19 shocks, social determinants of health, financial viability, universal access (e.g. Sláintecare), quality improvement, patient safety, and the use of technologies in care settings.
Learning Outcomes	On successful completion students should be able to: <ul style="list-style-type: none"> • Acquire insights into structure of health care systems in industrially advanced economies; • Develop a systematic understanding of the major economic, political and sociological issues involved in the organisation, production and financing of health care services, both nationally and internationally; • Foster a critical awareness of key debates in policy reforms, including the role of government and other actors through comparative study of different health care systems; and • 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/Autumn Trimester
Module Length	11 weeks
Module Assessment	4,000 word end of term essay: 80% Individual presentation and class participation: 20% Deadline: Friday 1 December 2023
Indicative Reading List	Blank, R.H., Burau, V. and Kuhlmann, E. (2017). <i>Comparative Health Policy</i> . Red Globe Press.

	<p>Wilkinson, R.G. and Pickett, K.E. (2009). <i>The Spirit Level: Why More Equal Societies almost Always do Better</i>. London: Allen Lane.</p> <p>Tiberghien, Y. (2021). <i>The East Asian COVID-19 Paradox Elements in Politics and Society in East Asia</i>. Cambridge: Cambridge University Press.</p> <p>Larkan, F. et al. (Eds.) (2022). <i>Systems Thinking for Global Health</i>. Oxford: Oxford University Press.</p>
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Core Module	SOP77101/SOC40840 Research Methods
Module Credit Volume	10 ECTS
Module Coordinator	Dr Yekaterina Chzhen & Dr David Ralph Department of Sociology, Trinity
Module Description	<p>This module provides an overview of research methods in the social sciences. Students will learn how to conduct an independent piece of research (dissertation) within the social sciences. 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 cover both qualitative and quantitative research strategies and related methods. Furthermore, the module will discuss crucial aspects of research ethics and practical aspects of 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 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. A good command of both qualitative and quantitative approaches is key to conducting research effectively and understanding the work of others. 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. One half of each term will be devoted to qualitative or quantitative research. In Michaelmas Term, students will get an introduction to the principal methodologies of each approach. Based on that, Hilary Term will provide a more advanced, lab-based and hands-on treatment of methods of data collection and data analysis (like conducting interviews or analysing statistical data using statistical software) to equip students with the necessary skills to pursue their own dissertation research. In Hilary Term students will also work continuously on a <i>dissertation proposal</i> which</p>

	elaborates a full research plan including research questions, literature review, theory, research design, data collection and analysis plan, and a timetable.
Learning Outcomes	<p>On successful completion of the module students should be able to:</p> <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	<p>Michaelmas Term: Coursework (40%) Hilary Term: Dissertation proposal (60%)</p> <p>The coursework in MT is a preliminary outline of your proposed research focus and discussion of its significance to you as well as a literature review. Length: 1,500 words, due on Wednesday 6th December 2023.</p> <p>The full dissertation proposal is due on Wednesday 17th April 2024. The suggested length is 3,000 words.</p>
Indicative Reading List	<p>Becker, H.S. (2020) <i>Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article</i>. Chicago: University of Chicago Press (3rd edition).</p> <p>Booth, W.C., G.G. Colomb, J.M. Williams, J. Bizup, and W.T. Fitzgerald. (2016) <i>The Craft of Research</i>. Chicago: University of Chicago Press (4th edition).</p> <p>Bryman, A. (2016) <i>Social Research Methods</i>. Oxford: Oxford University Press (5th edition).</p> <p>Collier, D. and H.E. Brady (2010) <i>Rethinking Social Inquiry: Diverse Tools, Shared Standards</i>. University of California: eScholarship.</p> <p>Goertz, G. and J. Mahoney (2012) <i>A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences</i>. Princeton: University Press.</p>

	<p>Gunaratnam, Y. (2003) <i>Researching 'Race' and Ethnicity: Methods, Knowledge and Power</i>. London: Sage.</p> <p>Kumar, R. (2014) <i>Research Methodology. A step-by-step guide for beginners</i>. London: Sage.</p> <p>O'Leary, Z. (2004) <i>The essential guide to doing research</i>. London: Sage.</p> <p>Seale, C. (2012) <i>Researching Society and Culture</i>. London: Sage.</p> <p>Smith, L.T. (2012) <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. ZED Press (2nd edition).</p> <p>Yin, R.K. (2014) <i>Case Study Research: Design and Methods</i>. Thousand Oaks: Sage (5th edition).</p>
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Elective Module	SOP77081/SOC40960: The Migration Challenge: Comparative Educational Perspectives
Module Credit Volume	10 ECTS
Module Coordinator	Prof Daniel Faas Department of Sociology, Trinity
Module Description	This module focuses on the educational challenges arising from migration-related cultural and religious diversity. 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 education 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 (including Germany, Denmark, the Netherlands, Britain, the United States, Canada, Australia, Brazil, Argentina) as well as new migration hosts (including 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 students should be able to: <ul style="list-style-type: none"> • Critically discuss concepts such as citizenship, multiculturalism, interculturalism 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 and around the world; • Enhance their writing, debating, time management and PowerPoint presentation skills.
Module Start Date	Michaelmas Term/Autumn Trimester
Module Length	11 weeks
Module Assessment	2,500 word essay: 70% Group presentation: 20% End of term book review: 800 words (10%)

<p>Indicative Reading List</p>	<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>McLean, M. (1995) <i>Educational Traditions Compared: Content, Teaching and Learning in Industrialised Countries</i>, London: David Fulton.</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. (2016) <i>Negotiating Political Identities: Multiethnic Schools and Youth in Europe</i>, London: Routledge.</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>
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Elective Module	SOC40620: Nationalism and Social Change
Module Credit Volume	10 ECTS
Module Coordinator	Prof Siniša Malešević School of Sociology, UCD
Module Description	This module aims to explore the key theoretical approaches in the study of nations and nationalism. The focus is on understanding the sociological foundations of the large-scale historical changes that have shaped the world over the last 250 years. The module provides a thematic survey of these long-term historical developments with a spotlight on the relationships between nations, nationalism, modernity and social change. More specifically the module addresses the cultural, political, economic, and social aspects of nation formation in Europe and other continents. The module aims to examine major research traditions in the study of nations and nationalism, and to relate these approaches to other key themes in sociology.
Learning Outcomes	On successful completion of the module students should be able to: <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of the main sociological approaches in the study of nations and nationalism; • Evaluate the role modernity has played in the formation of nations and nationalisms; • Appraise the general relationships between nations, nationalism and social change in the broader historical and geographical contexts.
Module Start Date	Hilary Term/Spring Trimester
Module Length	11 weeks
Module Assessment	End of term essay: 3,000 words (70%) Weekly reading summaries and active participation (30%).
Indicative Reading List	Anderson, B. (1991) 'The Origins of National Consciousness' in his <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i> . London: Verso, pp. 37-46. Anderson, B. (1991) 'Memory and Forgetting' in his <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i> . London: Verso, pp. 187-206.

	<p>Gellner, E. (1983) 'The Transition to an Age of Nationalism' in his <i>Nations and Nationalism</i>. Oxford: Blackwell, pp. 39-52.</p> <p>Gellner, E. (1997) 'Do Nations have Navels?' in his <i>Nationalism</i>. London: Weidenfeld and Nicholson, pp. 90 –101.</p> <p>Malešević, S. (2013) Is Nationalism Intrinsically Violent? <i>Nationalism and Ethnic Politics</i> 19(1): 12-37.</p> <p>Mann, M. (2005) <i>The Dark Side of Democracy: Explaining Ethnic Cleansing</i>. Cambridge: Cambridge University Press. Ch. 1 The Argument, pp. 1-33.</p> <p>Smith, A. (2009). 'Basic Themes of Ethno-Symbolism' in his <i>Ethno-Symbolism and Nationalism: Cultural Approach</i>. London: Routledge.</p> <p>Smith, A. (1986) 'Foundations of Ethnic Community' in his <i>The Ethnic Origins of Nations</i>. Oxford: Blackwell.</p> <p>Yuval-Davis, N. (1996) Women and the Biological Reproduction of 'The Nation'. <i>Women's Studies International Forum</i>, 19(1): 17-24.</p>
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Elective Module	SOC41060: Religion in Comparative Perspective
Module Credit Volume	10 ECTS
Module Coordinator	Dr Sarah Carol, School of Sociology, UCD
Module Description	This course starts out with classic readings in sociology of religion and reviews the more recent evolutionary perspectives. From there, we will move on to the discussion of concepts such as secularization, religious cleavages, polarization and potential challenges for nation states but also for interreligious relationships. The focus lies on consequences of religious diversity for trust, cooperation, discrimination and violence between different religious groups. We will also look at gender differences in these processes. The geographical scope of studies ranges from North America and Western Europe to Asia and the Middle East. The attempt of this seminar is to learn when religiosity serves as a bridge or a barrier for social cohesion.
Learning Outcomes	On successful completion of the module students should be able to: <ul style="list-style-type: none"> • Compare and contrast contemporary and classic concepts in the field of sociology of religion; • Understand the empirical instruments in the field of sociology of religion; • Analyse temporal and worldwide developments and critically reflect on the implications of comparative research in sociology of religion; • Enhance presentation skills and the ability to work in teams.
Module Start Date	Hilary Term/Spring Trimester
Module Length	11 weeks
Module Assessment	3,000 word essay: 80% Short presentation: 20%
Indicative Reading List	Durkheim, E. (1915) 'The elementary forms of religious life', excerpts in James Farganis <i>Readings in Social Theory</i> , Boston: McGraw-Hill, pp. 73-81. Foner, N., & Alba, R. (2008) 'Immigrant Religion in the U.S. and Western Europe: Bridge or Barrier to Inclusion?', <i>International Migration Review</i> 42(2): 360–392. Fox, J. (2006) 'World Separation of Religion and State Into the 21st Century', <i>Comparative Political Studies</i> 39(5): 537–569.

	<p>Putnam, R.D. (2010) <i>American Grace: How Religion Divides and Unites Us</i>, New York: Simon & Schuster.</p> <p>Röder, A. (2017) 'Old and new religious minorities: Examining the changing religious profile of the Republic of Ireland', <i>Irish Journal of Sociology</i> 25(3): 324-333.</p>
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Elective Module	SOC41070 Sociological Thinking in the Digital Age
Module Credit Volume	10 ECTS
Module Coordinator	Assoc Prof Taha Yasseri, School of Sociology, UCD
Module Description	<p>The ongoing digital transformation of our societies has had quite a few “biproducts”, among them is the unprecedented amount of transactional digital data that we produce as we go about our daily lives, also known as big data. Big Data are being used to study the very same digital transformation that led to their generation, as well as more general and fundamental aspects of our social lives in the framework of computational social science and beyond. From the sociology point of view, a very first question to ask would be about the relevance of social theory to the “digitalized” study of humans. Some of the fundamental concept and theories in social studies were developed even before empirical sociology had become fashionable. Are those theories still relevant when machine learning is slowly becoming a common item in the toolset of social scientists? How is social theory being challenged, modified, and even ignored in our modern approach to studying humans and societies? How can social theory shape and motivate computational social science research? In this module, we seek to answer these questions through a short review of the main key concepts in sociology followed by an extended discussion on how they can be materialised and deployed in data-driven research through reviewing examples of successful and unsuccessful research programmes and analytical discussions.</p>
Learning Outcomes	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand the main sociological theories developed over the past two centuries to explain social phenomena; • Define and recognise Big Data and their differences; with the data generated in more traditional approaches such as surveys and interviews; • Understand the relevance of social theory to data-driven research; • Discuss the affordances and challenges in relation to materialising concepts central to sociological theory in the framework of data-driven research; • Outline the main modifications needed for a new framework of sociological theory that responds to a more solution-oriented sociology.

Module Start Date	Hilary Term/Spring Trimester
Module Length	12 weeks
Module Assessment	3,000 word essay on a set of pre-defined topics (70%) Presentation: Students will need to present short introductions to different concepts in each lecture (30%)
Indicative Reading List	<p>Barabási, A.L., & Albert, R. (1999) Emergence of scaling in random networks. <i>science</i>, 286(5439): 509-512.</p> <p>Easley, D., & Kleinberg, J. (2010) <i>Networks, crowds, and markets</i> (Vol. 8). Cambridge: Cambridge University Press. Chapter 4, section 5 (pp. 107-116).</p> <p>González-Bailón, S., Borge-Holthoefer, J., Rivero, A., & Moreno, Y. (2011) The dynamics of protest recruitment through an online network. <i>Scientific reports</i>, 1(1): 1-7.</p> <p>Granovetter, M. S. (1973) The strength of weak ties. <i>American journal of sociology</i>, 78(6), 1360-1380.</p> <p>Granovetter, M. (1978) Threshold models of collective behavior. <i>American journal of sociology</i>, 83(6): 1420-1443. Read the first 8 pages only (pp. 1428).</p> <p>Manduca, R., & Sampson, R. J. (2019) Punishing and toxic neighborhood environments independently predict the intergenerational social mobility of black and white children. <i>Proceedings of the national academy of sciences</i>, 116(16): 7772-7777.</p> <p>Merton, R.K. (1968) The Matthew effect in science: The reward and communication systems of science are considered. <i>Science</i>, 159(3810), 56-63.</p> <p>Prendergast, C. (2005) Social capital. In G. Ritzer (Ed.), <i>Encyclopedia of social theory</i> (Vol. 1, pp. 716-717). Sage.</p> <p>Rogers, E. M. (2010) <i>Diffusion of innovations</i>. Simon and Schuster.</p> <p>Schelling, T.C. (1971) Dynamic models of segregation, <i>Journal of Mathematical Sociology</i>, 1(2): 143-186.</p> <p>Tong, R. (2001) Feminist Theory. In Smelser, N.J. & Baltes, P.B. (Eds.) <i>International encyclopedia of the social & behavioral science</i> (Vol. 11). Amsterdam: Elsevier.</p> <p>Wachs, J., Yasseri, T., Lengyel, B. & Kertész, J. (2019) Social capital predicts corruption risk in towns. <i>Royal Society Open Science</i>: https://doi.org/10.1098/rsos.182103</p> <p>Wagner, C., Garcia, D., Jadidi, M. & Strohmaier, M. (2015) It's a man's Wikipedia? Assessing gender inequality in an online encyclopedia. In <i>Proceedings of the International AAAI Conference on Web and Social Media</i> (Vol. 9, No. 1).</p> <p>Watts, D. J. (2017) Should social science be more solution-oriented?. <i>Nature Human Behaviour</i>, 1(1): 1-5.</p>

Elective Module	SOP77052/SOC40980: Labour, Migration, Conflict
Module Credit Volume	10 ECTS
Module Coordinator	Dr Camilla Devitt, Department of Sociology, Trinity
Module Description	<p>This module focuses on two key interrelated areas within migration studies and political sociology; labour and conflict.</p> <p>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.</p> <p>The main area of interest is migration into and within Western Europe, but comparative references to other parts of the world are made and are welcome in discussions.</p>
Learning Outcomes	<p>On successful completion, students should be able to critically discuss:</p> <ul style="list-style-type: none"> • the main theories of international labour migration; • the evolving role of the state in governing labour immigration; • conflict regarding labour immigration policies in Western Europe; • the growth of extreme right political parties in Europe; • work-related discrimination and conflict involving migrant workers; • conflicts concerning Muslim practices in Europe; • violent conflict involving ethnic minorities and immigrants.
Module Start Date	Hilary Term/Spring Trimester
Module Length	11 weeks
Module Assessment	3,000 word essay: 80% Presentation and discussion: 20%
Indicative Reading List	Afonso, A. and Devitt, C. (2016) Comparative Political Economy and International Migration, <i>Socio-Economic Review</i> 14(3): 395 – 417.

	<p>Masse, D. et al. (1993). "Theories of International Migration: A Review and Appraisal", <i>Population and Development Review</i> 19(3): 431-466.</p> <p>Messina, Anthony M. (2007). <i>The Logic and Politics of Post-WWII Migration to Western Europe</i>. Cambridge: Cambridge University Press.</p> <p>Torpey, J. (2000) <i>The Invention of the Passport</i>. Cambridge: Cambridge University Press.</p>
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Core Module	SOP77112/SOC40850: Globalisation and Social Change: India, China and Brazil
Module Credit Volume	10 ECTS
Module Coordinator	Dr Anne Holohan, Department of Sociology, Trinity
Module Description	Phenomena that drive contemporary social change include ideologies, technologies, economic systems, political systems, and social movements. There are severe challenges related to all these phenomena today – but our capacity- including institutions – to deal with them are limited by a narrow epistemological approach. This module explores institutional diversity conceptually, and then empirically through exploring how countries take diverse paths, even with the same set of tools at their disposal. As we can see with the climate crisis, our overall fate is inextricably connected. This course looks at the tools, the diverse paths, and global intersections that determine our fates. We focus comparatively on India, China, Brazil, the US, and Finland.
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/Spring Trimester
Module Length	11 weeks
Module Assessment	3,000 word essay: 80% Presentation: 20%
Indicative Reading List	Dreze, J. and Amartya S. (2014) <i>An Uncertain Glory: India and its Contradictions</i> . Penguin: London. Dunbar-Ortiz, R. (2014) <i>An indigenous peoples' history of the United States</i> (Vol. 3). Beacon Press.

	<p>Evans, P. (1995) <i>Embedded Autonomy: States and Industrial Transformation</i>. Princeton: Princeton University Press.</p> <p>Graeber, D., & Wengrow, D. (2021). <i>The dawn of everything: A new history of humanity</i>. Penguin.</p> <p>Guthrie, D. (2012) <i>China and Globalization. The Social, Economic and Political Transformation of Chinese Society</i>. New York: Routledge.</p> <p>Kimmerer, R. (2013) <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed editions.</p> <p>Mazzacuto, Marianna (2018) <i>The Value of Everything: Making and Taking in the Global Economy</i>. Allen Lane.</p> <p>Montero, A. (2014) <i>Brazil: Reversal of Fortune</i>. Polity Press.</p> <p>Ostrom, E. (2009) <i>Understanding institutional diversity</i>. Princeton university press.</p> <p>Partanen, A. (2016) <i>The Nordic Theory of Everything: In Search of a Better Life</i>. Harper.</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>Waring, M., & Steinem, G. (1988) <i>If women counted: A new feminist economics</i>. San Francisco: Harper & Row.</p> <p>Weber, I. M. (2021) <i>How China escaped shock therapy: The market reform debate</i>. Routledge.</p> <p>Wall, D. (2017) <i>Elinor Rostro's Rules for Radicals</i>. Pluto Press.</p> <p>Zuboff, S. (2019) <i>The Age of Surveillance Capitalism</i>. Profile Dreze, J. and Amartya S. (2014) <i>An Uncertain Glory: India and its Contradictions</i>. Penguin: London.</p>
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Elective Module	SOP77091/SOC40910: Gender and Social Change in a Comparative Context
Module Credit Volume	10 ECTS
Module Coordinator	Dr Roderick Condon, Department of Sociology, Trinity
Module Description	<p>Over the last century or so, Western advanced societies have been undergoing a 'gender revolution' which is pushing social change in the direction of more egalitarian gender relations. This aspect of social transformation penetrates previously entrenched social relations to their core, bringing with it the potential for much wider and deeper societal transformation. In recent years, the transformation of gendered relations has also been accompanied with a transformation of the category of gender itself, the latter of which has given rise to an especially explosive politicized dynamic. This raises deeper questions, which deserve serious consideration today; principally: what are the extents of, and limits and blockages to, the gender revolution?</p> <p>This module explores the question of gender and social change from the perspective of empirical sociology and normative social theory. The former provides a basis to consider the nature/culture dynamic of sex/gender and explore the questions of gender roles and gender difference. It also considers the gendered division of labour across cultures and how transformations of gender relations are connected with ecological and technological aspects of society more generally. The latter explores the content of feminist theory and women's history, as well as connecting this with the women's movement more generally as itself a force of social change. It considers the theory of patriarchy, the diversity of feminisms, more recent theories of gender, gender movements, and contemporary masculinities.</p>
Learning Outcomes	<p>On successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> • Describe variations of gender relations over time and across cultures and analyse their potential causes; • Assess empirical research on gender differences and dynamics and patterns of gender relations; • Evaluate normative theories of gender relations and consider their societal implications; • Critically consider the question of gender and social change.
Module Start Date	Hilary Term/Spring Trimester

Module Length	11 weeks
Module Assessment	3,000 word essay: 70% Group presentation: 30%
Indicative Reading List	<p><u>General texts</u></p> <p>Disch, L. and Hawkesworth, M. (eds) (2016) <i>The Oxford Handbook of Feminist Theory</i>. New York: Oxford University Press.</p> <p>Ember, C. R. and Ember, M. (eds) (2003) <i>Encyclopaedia of Sex and Gender: Men and Women in the World's Cultures</i>. New York: Kluwer Academic/Plenum Publishers.</p> <p>Gamble, S. (ed) (2006) <i>The Routledge Companion to Feminism and Postfeminism</i>. London: Routledge.</p> <p><u>Empirical materials</u></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>England, P. (2010) The gender revolution: Uneven and stalled. <i>Gender & Society</i>, 24(2): 149-166.</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> <p><u>Feminist theory</u></p> <p>Collins, P. H. (2015) Intersectionality's Definitional Dilemmas. <i>The Annual Review of Sociology</i>, 41: 1-20.</p> <p>Firestone, S. (1970) <i>The Dialectic of Sex</i>. New York: William Morrow and Company Ltd.</p> <p>Fraser, N. (2020) <i>Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis</i>. London: Verso.</p> <p>hooks, b. (2015) <i>Feminism is for Everybody: Passionate Politics</i>. London: Routledge.</p> <p>Walby, S. (1990) <i>Theorizing Patriarchy</i>. Oxford: Basil Blackwell.</p>

Elective Module	SOP77111/SOC41110 Social Change and Adolescent Health and Well-Being: Issues and Challenges
Module Credit Volume	10 ECTS
Module Coordinator	Dr Alina Cosma, Department of Sociology, Trinity
Module Description	<p>This module introduces students to the impact social changes (e.g., changing demographics, increasing inequalities, economic recessions, technology and digitalization or COVID-19) entail on individuals health and well-being, with a particular focus on adolescent years whilst using a cross-disciplinary approach (e.g., psychology, developmental sciences, public health, epidemiology, sociology, demography etc.).</p> <p>Adolescent years (10 to 24) are a critical link between childhood and adulthood, that are characterized by significant physical, psychological, and social transitions. These transitions carry new risks but also present opportunities to positively influence the immediate and future health of young people. Currently, we have largest generation of adolescents and young people in human history (1.8 billion) and in the light of current social changes (e.g., digitalization, economic recessions, COVID-19, climate crisis etc) more attention and action is needed to understand the health particularities of this group. Like other phases of the life span, adolescence is shaped by the sociocultural context in which it occurs. The skills young people are expected to master, the kinds of choices they must make, and the settings they negotiate during the adolescent years are prescribed by social institutions (e.g., the educational system), societal developments (e.g., digitalisation, climate crisis etc) and shared expectations concerning the requirements for success in adulthood. Social change, which entails large-scale alterations in ideological, technological, and economic systems within societies, has significant implications for adolescent health and well-being. Therefore, the focus of this module will be to explore the impact of diverse social changes on adolescent health and well-being.</p>
Learning Outcomes	<p>On successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> - Describe main theories of social change on human development (including adolescent health and well-being), as well as developmental theories of (adolescent) health and well-being.

	<ul style="list-style-type: none"> - Critically discuss impact of diverse social changes (e.g., technological developments, economic recessions, pandemics, time trends, climate crisis, changing family culture etc) on adolescent health and well-being. - Critically appraise diverse empirical papers that explored different facets of social change and their impact on adolescent health and well-being. - Assess and provide feedback to peers' presentations. - Demonstrate ability to write a critical essay on empirical publications.
Module Start Date	Michaelmas Term/Autumn Trimester
Module Length	11 weeks
Module Assessment	3,000 word essay: 80% Presentation: 20%
Indicative Reading List	<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>Belhadj Kouider, E., Koglin, U., & Petermann, F. (2014). Emotional and behavioral problems in migrant children and adolescents in Europe: a systematic review. <i>European Child & Adolescent Psychiatry</i>, 23(6): 373-391.</p> <p>Bor, W., Dean, A. J., Najman, J., & Hayatbakhsh, R. (2014). Are child and adolescent mental health problems increasing in the 21st century? A systematic review. <i>Australian & New Zealand Journal of Psychiatry</i>, 48(7): 606-616.</p> <p>Cosma, A., Stevens, G., Martin, G., Duinhof, E. L., Walsh, S. D., Garcia-Moya, I., ... & De Looze, M. (2020). Cross-national time trends in adolescent mental well-being from 2002 to 2018 and the explanatory role of schoolwork pressure. <i>Journal of Adolescent Health</i>, 66(6): S50-S58.</p> <p>Cosma, A., Bjereld, Y.; Elgar, F.J.; Richardson, C.; Bilz, L., Craig, W., Augustine, L., Molcho, M.; Malinowska Cieřlik, M., Walsh, S.; Gender differences in bullying reflect societal gender inequality: A multilevel study with adolescents in 46 countries, <i>Journal of Adolescent Health</i> (in press).</p> <p>Crockett, L. J., & Silbereisen, R. K. (Eds.). (2000). <i>Negotiating adolescence in times of social change</i>. Cambridge University Press.</p>

	<p>Greenfield, P. M. (2016). Social change, cultural evolution, and human development. <i>Current Opinion in Psychology</i>, 8: 84-92.</p> <p>Inchley J, Currie D, Budisavljevic S, Torsheim T, Jåstad A, Cosma A et al., editors. Spotlight on adolescent health and well-being. Findings from the 2017/2018 Health Behaviour in School-aged Children (HBSC) survey in Europe and Canada. International report. Volume 1. Key findings, Copenhagen: WHO Regional Office for Europe; 2020. Licence: CC BY-NC-SA 3.0 IGO</p> <p>Orben, A., Tomova, L., & Blakemore, S. J. (2020). The effects of social deprivation on adolescent development and mental health. <i>The Lancet Child & Adolescent Health</i>, 4(8): 634-640.</p> <p>Orben, A., & Przybylski, A. K. (2019). The association between adolescent well-being and digital technology use. <i>Nature human behaviour</i>, 3(2): 173-182.</p> <p>Pinquart, M., & Silbereisen, R. (2004). Human development in times of social change: Theoretical considerations and research needs. <i>International Journal of Behavioral Development</i>, 28(4): 289-298.</p> <p>Patton, G. C., Sawyer, S. M., Santelli, J. S., Ross, D. A., Afifi, R., Allen, N. B., ... & Viner, R. M. (2016). Our future: a Lancet commission on adolescent health and wellbeing. <i>The Lancet</i>, 387(10036): 2423-2478.</p>
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Core Module	SOP77300/SOC40920: Dissertation
Module Credit Volume	30 ECTS
Module Coordinator	Prof Daniel Faas, Department of Sociology, Trinity Dr Gerard Boucher, 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. Deadline: 31 August 2024.
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 (SO7101) 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 as a PDF in UCD Brightspace no later than **31 August 2024**. The dissertation will be assessed by two independent markers during the month of September. The External Examiner, [Prof Neil McLaughlin](#) from McMaster University in Canada, 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. Like supervision, marking is shared between Trinity and UCD and should be equal in total.

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 SO7101 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/ssp/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: 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. Declaration (please see text below): The Declaration should only be signed when submitting the final hard-bound copies after the examination process. There is no need for signing the Declaration when submitting the PDF file.
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/aims, thematically review the literature used, and clearly state the research questions (suggested length: 2,000-3,000 words)
7. Theoretical and conceptual framework: here you can define key concepts and/or introduce relevant theoretical angles (suggested length: 3,000 words)
8. Research methodology: outline and discuss your research design, access and sampling techniques, data collection tools (e.g. interviews, questionnaires, observations), data analysis (e.g. thematic analysis), and any relevant ethical issues (suggested length 3,000 words)
9. Findings chapter(s): This part should include a detailed discussion of your findings and how they confirmed or modified your own initial arguments (suggested length: 4,000-5,000 words)
10. Conclusion: In this chapter you report your main conclusions and contextualise them in the general implications and relevance to the wider literature (suggested length: 2,000-3,000 words).
11. Footnotes: You do not need footnotes to indicate your references since you will use the 'author-date' method as described in the 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/Bibliography: 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). References are **not** part of the word count.

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

7. The Dissertation: Presentation and submission

Dissertations must be word-processed. 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.

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

A **Declaration** must be inserted into the dissertation as follows:

I hereby declare that this dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration with others, except where specifically indicated in the text. This dissertation does not exceed the word limit set by the Degree Committee. I agree that the library may lend or copy this dissertation upon request.

One PDF file of the dissertation must be submitted on UCD Brightspace (Dissertation folder) by 31 August 2024. Please include your name when naming the PDF document file. There is no need for any softbound copies. There is no need to state the word length.

8. The Dissertation: Length

The expected length is 15,000-20,000 words with 20,000 words 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

The following guidelines should be considered when writing an assignment for the MSc programme. 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.

UCD Marking scale

Grade descriptors act as guidelines for students and academic staff. The grade descriptors below have been approved by the university (UCD) to provide general guidance and should be adapted to the particular needs of the examiners and the relevant module assessment.

Grade	Criteria more relevant to module levels 0, 1 and 2 in the categories of knowledge, understanding and application	Additional criteria more relevant to module levels 3 and 4 in the categories of analysis, synthesis and evaluation
A+	<p>Outstanding A comprehensive, very well-structured, highly focused and concise response to the assessment task, consistently demonstrating:</p> <ul style="list-style-type: none"> • an exceptionally 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 and demonstration of synthesis of this material • clear, fluent, stimulating and original expression • excellent presentation (spelling, grammar, graphical) with essentially no presentation errors 	<p>An exceptionally deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter and discerning judgement, reflecting:</p> <ul style="list-style-type: none"> • a deep and broad knowledge and highly-developed critical insight, as well as effective synthesis of extensive reading; • a critical comprehensive and perceptive appreciation of the relevant literature or theoretical, technical or professional framework • an exceptional ability to organise, analyse and succinctly present arguments fluently and lucidly with a high level of critical analysis, supported by very convincingly deployed evidence, citation or quotation; • a highly-developed capacity for original, creative and logical thinking
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 substantial capacity for original, creative and logical thinking

<p>B</p>	<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, organize 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 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 focused 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.
<p>FM</p>	<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 • an answer unacceptably incomplete (e.g. for lack of time) • a random and undisciplined development, layout or presentation • unacceptable standards of presentation, such as grammar, spelling or graphical presentation • evidence of substantial plagiarism 	<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 or logical thinking

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%)

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](http://tcd.ie/libguides.com/plagiarism) . It includes the following:

- (i) The 2019-20 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>