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Introduction and Welcome

Dear Students,

Welcome to the MSc Comparative Social Change 2026/27 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 provides a deep and broad selection of topics from which you can explore cross-cutting themes, but also focus 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,



Dr Joonghyun Kwak
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 Friday:	By email/zoom only
	Tuesday, Wednesday, Thursday:	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)	Dr Joonghyun Kwak, 01 896 2701, joonghyun.kwak@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 20 August 2027. 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 Marco Seegers, Dr David Ralph & Dr Joonghyun Kwak
SOP77112/ SOC40850	Globalisation and Social Change: India, China, Brazil	10	Dr Anne Holohan
SOP77300/ SOC40920	Dissertation	30	Dr Joonghyun Kwak & Dr Gerard Boucher

Optional Modules			
Code	Module Title	ECTS	Lecturer
SOC41060	Religion in Comparative Perspective	10	Dr Sarah Carol
SOC41180	Environmental Crises, Inequality & Sustainable Futures	10	Dr Egle Gusciute
SOC41160	Global Solutions and Applied Social Change	10	Dr Marta Eichsteller
SPOL40470	Comparing Healthcare Systems	10	Dr Naonori Kodate
SOP77081/ SOC40960	The Migration Challenge: Comparative Educational Perspectives	10	Prof Daniel Faas
SOC40620	Nationalism and Social Change	10	Dr Iarfhlaith Watson
SOP77162/ SOC41250	Social Inequality in Comparative Perspective	10	Dr Jan Skopek
SOP77172/ SOC41240	AI and Society	10	Prof Taha Yasseri
SOP77091/ SOC40910	Gender and Social Change in Comparative Context	10	Dr David Ralph

Course Timetable 2026/27

Michaelmas Term/Autumn Trimester

Time	Monday	Tuesday	Wednesday	Thursday	Friday				
9:00 AM			<u>SOP77081/SOC40960</u>						
to			The Migration Challenge: Comparative Educational Perspectives						
11:00 AM			1.16 FOSPL (Foster Place)						
Room									
Week Nrs			3-8,10-14						
Co-ordinator			Daniel Faas						
11:00 AM		<u>SOC41160</u>		<u>SOP77101/SOC40840</u>					
to		Sustainable Solutions & Applied Social Change		Research Methods					
1:00 PM									
Room		D422-ART (UCD)		Arts 3106					
Week Nrs		1-7,9-12		3-8,10-14					
Co-ordinator		Marta Eichsteller		Marco Seegers & David Ralph					
1:00 PM	<u>SOC40810</u>	<u>SOC41180</u>							
to	Introduction to Comparative Social Change	Environmental Crises, Inequality & Sustainable Futures							
3:00 PM									
Room	D422-ART (UCD)	D422-ART (UCD)							
Week Nrs	1-7,9-12	1-7,9-12							
Co-ordinator	Gerard Boucher	Egle Gusciute							
3:00 PM		<u>SPOL40470</u>							
to		Comparing Healthcare Systems (Note: 2-4pm)	Trinity Sociology Research Seminar (Note: 3-4pm only)						
5:00 PM									
Room		Q131 (UCD)	Arts 5039 & Online						
Week Nrs		3-7,9-12	3-8,10-14						
Co-ordinator		Naonori Kodate	David Kretschmer & Thembi Luckett						
4:00 PM									
to									
6:00 PM									
Room									
Week Nrs									
Co-ordinator									
UCD Wk Number	TCD Wk Number	Monday	Tuesday	Wednesday	Thursday	Friday	UCD Wk Number	TCD Wk Number	
1		07-Sep-26	08-Sep-26	09-Sep-26	10-Sep-26	11-Sep-26	1		
2	3	14-Sep-26	15-Sep-26	16-Sep-26	17-Sep-26	18-Sep-26	2	3	
3	4	21-Sep-26	22-Sep-26	23-Sep-26	24-Sep-26	25-Sep-26	3	4	
4	5	28-Sep-26	29-Sep-26	30-Sep-26	01-Oct-26	02-Oct-26	4	5	
5	6	05-Oct-26	06-Oct-26	05-Oct-26	06-Oct-26	07-Oct-26	5	6	
6	7	12-Oct-26	13-Oct-26	14-Oct-26	15-Oct-26	16-Oct-26	6	7	
7	8	19-Oct-26	20-Oct-26	21-Oct-26	22-Oct-26	23-Oct-26	7	8	
8	9	26-Oct-26	UCD/TCD Study Week				01-Nov-26	8	9
9	10	02-Nov-26	03-Nov-26	04-Nov-26	05-Nov-26	06-Nov-26	9	10	
10	11	09-Nov-26	10-Nov-26	11-Nov-26	12-Nov-26	13-Nov-26	10	11	
11	12	16-Nov-26	17-Nov-26	18-Nov-26	19-Nov-26	20-Nov-26	11	12	
12	13	23-Nov-26	24-Nov-26	25-Nov-26	26-Nov-26	27-Nov-26	12	13	
	14	30-Dec-26	01-Nov-26	02-Dec-26	03-Dec-26	04-Dec-26		14	

Hilary Term/Spring Trimester

Time	Monday	Tuesday	Wednesday	Thursday	Friday				
9:00 AM				SOP77091/SOC40910					
to				Gender and Social Change in Comparative Context					
11:00 AM									
Room				2.16 FOSPL (Foster Place)					
Week Nrs				21-26,28-32					
Co-ordinator				David Ralph					
11:00 AM			SOP77162/SOC41250	SOP77172/SOC41240					
to			Social Inequality in Comparative Perspective (Note: 12-2pm)	AI and Society					
1:00 PM									
Room			PX 201	2.16 FOSPL (Foster Place)					
Week Nrs			21-26,28-32	21-26,28-32					
Co-ordinator			Jan Skopek	Taha Yasseri					
1:00 PM		SOC40620							
to		Nationalism and Social Change							
3:00 PM									
Room		D422-ART (UCD)							
Week Nrs		20-26,29-33							
Co-ordinator		Iarfhlaith Watson							
3:00 PM		SOC41060		SOP77101/SOC40840					
to		Religion in Comparative Perspective	Trinity Sociology Research Seminar (Note: 3-4pm only)	Research Methods					
5:00 PM									
Room		D422-ART (UCD)	Arts 3025 & Online	Arts 1013					
Week Nrs		20-26,29-33	21-26,28-32	21-26,28-32					
Co-ordinator		Sarah Carol	David Kretschmer & Thembi Luckett	Joonghyun Kwak & David Ralph					
4:00 PM			SOP77112/SOC40850						
to			Globalisation and Social Change: India, China, Brazil						
6:00 PM									
Room			Arts 3025						
Week Nrs			21-26,28-32						
Co-ordinator			Anne Holohan						
UCD Wk Number	TCD Wk Number	Monday	Tuesday	Wednesday	Thursday	Friday	UCD Wk Number	TCD Wk Number	
20	21	18-Jan-27	19-Jan-27	20-Jan-27	21-Jan-27	22-Jan-27	20	21	
21	22	25-Jan-27	26-Jan-27	27-Jan-27	28-Jan-27	29-Jan-26	21	22	
22	23	01-Feb-27	02-Feb-27	03-Feb-27	04-Feb-27	05-Feb-27	22	23	
23	24	08-Feb-27	09-Feb-27	10-Feb-27	11-Feb-27	12-Feb-27	23	24	
24	25	15-Feb-27	16-Feb-27	17-Feb-27	18-Feb-27	19-Feb-27	24	25	
25	26	22-Feb-27	23-Feb-27	24-Feb-27	25-Feb-27	26-Feb-27	25	26	
26	27	01-Mar-27	TCD Study Week				07-Mar-27	26	28
27	28	08-Mar-27	UCD Study Week				14-Mar-27	27	29
28	29	15-Mar-27	UCD Study Week				21-Mar-27	28	30
29	30	22-Mar-27	23-Mar-27	24-Mar-27	25-Mar-27	26-Mar-27	29	30	
30	31	29-Mar-27	30-Mar-27	31-Mar-27	01-Apr-27	02-Apr-27	30	31	
31	32	05-Apr-27	06-Apr-27	07-Apr-27	08-Apr-27	09-Apr-27	31	32	
32		12-Apr-27	13-Apr-27	14-Apr-27	15-Apr-27	16-Apr-27	32		
33		19-Apr-27	20-Apr-27	21-Apr-27	22-Apr-27	23-Apr-27	33		

Course Regulations

College Regulations for Postgraduate Courses

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

Assessment

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

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

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

Joint Court of Examiners

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

The Joint Court of Examiners/Examination Board will comprise academic staff from both institutions, teaching on the course, and the Trinity/UCD-appointed external examiner, [Professor Jan Germen Janmaat](#) from UCL Institute of Education. 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 20 August 2027) 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 2027.** 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 21st October 2026, from 1-3pm (TRISS Seminar Room)**. 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>

Room Codes at Trinity – please refer to the above map:

FOSPL = Foster Place (in the rear part of the building where Sociology is)

ARTS = Arts Building (on the main campus)

PX = Phoenix House (at 6-9 Leinster Street South)

TRISS = Triss Seminar Room (Top Floor Arts Building)

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	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. 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.
Learning Outcomes	Upon completion of this module, students should be able to: • 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	Concept Analysis – Week 4 (500 words): 15% Applied Analysis – Week 8 (1,000 words): 25% End of Trimester Essay (1,500 words): 60%
Indicative Reading List	Allen, K. and O’Boyle, B. (2013) <i>Austerity Ireland: The Failure of Irish Capitalism</i> London: Pluto Press. Appelbaum, R. and Henderson, J. (eds.) (1992) <i>States and Development in the Asia-Pacific Rim</i>. London: Sage. Arrighi, G. (2009) <i>The Long Twentieth Century</i>. London: Verso. Arbrutyn, S. (2014) <i>Revisiting Institutionalism in Sociology</i>. New York: Routledge. Avdagic, S., Rhodes, M. and Visser, J. (eds.) (2011) <i>Social Pacts in Europe: Emergence, Evolution, and Institutionalization</i>. Oxford: Oxford University Press. Boltanski, L. and Chiapello, E. (2005) <i>The New Spirit of Capitalism</i>. London: Verso. Brinton, M. and Nee, V. (eds.) (2001) <i>The New Institutionalism in Sociology</i>. Stanford: Stanford University Press. Castells, M. (2015) <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Cambridge: Polity. Crouch, C. (2011) <i>The Strange Non-Death of Neo-Liberalism</i>. Cambridge: Polity Press. Della Porta, D. and Diani, M. (2006) <i>Social Movements: An Introduction (2nd Edition)</i> Oxford: Blackwell Publishing. Hall, P. A. and Soskice, D. W. (eds.) (2001) <i>Varieties of Capitalism: The Institutional Foundations of Comparative Advantage</i>. Oxford: Oxford University Press. Hobsbawm, E. (1999) <i>Industry and Empire</i>. London: Penguin. Ó Riain, S. (2014) <i>The Rise and Fall of Ireland’s Celtic Tiger</i>. Cambridge: Cambridge University Press. Sassen, S. (1998) <i>Globalization and Its Discontents: Essays on the New Mobility of People and Money</i> New York: The New Press. Vogel, E.F. (1993) <i>The Four Little Dragons</i>. Boston, MA: Harvard University Press. Wallerstein, I. (2007) <i>World-Systems Analysis: An Introduction</i> Durham: Duke University Press. Zielonka, J. (2014) <i>Is the EU Doomed?</i> Cambridge: Polity.

Elective Module	SOC41180: Environmental crises, Inequality and Sustainable Futures
Module Credit Volume	10 ECTS
Module Coordinator	Dr Egle Gusciute, School of Sociology, UCD
Module Description	Environmental crises - from climate change and toxic pollution to land conflict and biodiversity loss - are among the most pressing challenges facing contemporary societies. This module examines these crises from a sociological perspective, focussing on the interactions between human societies and the natural environment and on the inequalities that shape who causes, experiences, and responds to environmental harm. Throughout the module, students will engage with key theoretical frameworks within environmental sociology - including risk society, ecological modernisation theory, slow violence, ecofeminism, and degrowth - examining topics such as environmental inequality and racism, slow violence and green crime, climate-induced migration, indigenous rights and decolonial perspectives, consumption and waste, food systems, social movements, energy transitions, and green urbanism. The module will focus on case studies from both the Global North and Global South and will examine pathways to more just and sustainable futures, including just transition, degrowth, and non-Western alternatives such as Buen Vivir. By the end of the module, students will have the theoretical tools to critically analyse environmental crises, understand the structural inequalities that drive them, and evaluate proposed solutions from comparative and global perspectives.
Learning Outcomes	On successful completion students should be able to: • 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: 60% In-class presentation: 40%
Indicative Reading List	Barry, J. (2007). <i>Environment and Social Theory</i> (2nd ed.). Oxon: Routledge. 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. Carolan, M. (2020). <i>Society and the Environment: Pragmatic Solutions to Ecological Issues</i> (3rd ed.). New York: Routledge, Taylor & Francis Group. Dhillon, J. (2022). <i>Indigenous Resurgence: Decolonialization and Movements for Environmental Justice</i>. Berghahn Books. Dunlap, R. E., & Brulle, R. J. (2015). <i>Climate Change and Society: Sociological Perspectives</i>. New York: Oxford University Press. 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. Ghosh, A. (2021). <i>The Nutmeg's Curse: Parables for a Planet in Crisis</i>. London: John Murray. Gould, K. A., & Lewis, T. L. (Eds.) (2020) <i>Twenty Lessons in Environmental Sociology</i> (3rd Edition). New York: Oxford University Press. Gross, M. & Heinrichs, H. (Eds.) (2010). <i>Environmental Sociology: European Perspectives and Interdisciplinary Challenges</i>. Dordrecht: Springer 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. 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. Norgaard, K. M. (2011). <i>Living in Denial: Climate Change, Emotions, and Everyday Life</i>. Cambridge, Mass: MIT Press. 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. Stillerman, J. (2015). <i>The Sociology of Consumption: A Global Approach</i>. Malden, MA: Polity Press. 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.

Elective Module	SOC41160: Sustainable Solutions and Applied Social Change
Module Credit Volume	10 ECTS
Module Coordinator	Dr Marta Eichsteller School of Sociology, UCD
Module Description	This module introduces students to an original analytical framework for understanding and designing responses to major global challenges, including inequality, climate change, forced displacement, and political violence. Drawing on the PACT constellation framework, which systematically integrates Policy, Activism, Commerce, and Transformative Innovations as co-producers of social solutions, students develop the capacity to analyse complex social problems from multiple stakeholder positions and to evaluate the strengths and limitations of different intervention strategies. The module situates applied social change within a critical sociological perspective, asking not only what works, but for whom, under what conditions, and with what unintended consequences. Students engage with real-world case studies drawn from international development, sustainability, and social policy, and work toward independent project proposals that connect theoretical frameworks to practical change strategies. The module is a core component of the MSc Comparative Social Change and provides the conceptual spine for programme-level learning on evidence-based social intervention, stakeholder analysis, and applied research design.
Learning Outcomes	Upon completion of this module, students should be able to: • Apply the PACT constellation framework (Policy, Activism, Commerce, Transformative Innovations) to analyse responses to global social challenges from multiple stakeholder perspectives; • Critically evaluate existing solutions to social problems, identifying their theoretical assumptions, evidence base, and structural limitations; • Synthesise academic literature with policy documents, activist manifestos, and business case studies to produce integrative applied analyses; • Design an evidence-informed social change intervention, articulating its rationale, target population, theory of change, and evaluation approach;

	• Communicate complex sociological arguments to diverse audiences, adapting register and format for academic, policy, and public contexts; • Reflect critically on the ethical and political dimensions of social intervention, including questions of power, representation, and unintended consequences.
Module Start Date	Michaelmas Term/Autumn Trimester
Module Length	11 weeks
Module Assessment	Critical analysis 2,500 word essay: 50% Applied Social Change Project 3,000 words: 50%
Indicative Reading List	Dietz, S. (2023). <i>Decisions for Sustainability</i>. Cambridge University Press. Eggers, W.D. and MacMillan, P. (2013). <i>The Solution Revolution: How Business, Government, and Social Enterprises Are Teaming Up to Solve Society's Toughest Problems</i>. Harvard Business Review Press. Malhotra, N. (ed.) (2022). <i>Frontiers of Social Innovation</i>. Stanford University Press. Sen, A. (1999). <i>Development as Freedom</i>. Oxford University Press. Spector, M. and Kitsuse, J.I. (2017 [1977]). <i>Constructing Social Problems</i>. Routledge.

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	Upon completion of this module, students should be able to: • 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 • Critically examine the roles of professionals, service 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%
Indicative Reading List	Blank, R.H., Burau, V. and Kuhlmann, E. (2017). <i>Comparative Health Policy</i> . Red Globe Press. Larkan, F. et al. (Eds.) (2022). <i>Systems Thinking for Global Health</i> . Oxford: Oxford University Press.

	Tiberghien, Y. (2021). <i>The East Asian COVID-19 Paradox Elements in Politics and Society in East Asia</i>. Cambridge: Cambridge University Press. Wilkinson, R.G. and Pickett, K.E. (2010). <i>The Spirit Level: Why More Equal Societies almost Always do Better</i>. London: Allen Lane.
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Core Module	SOP77101/SOC40840 Research Methods
Module Credit Volume	10 ECTS
Module Coordinator	Dr Marco Seegers, Dr Joonghyun Kwak & Dr David Ralph Department of Sociology, Trinity
Module Description	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. 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. 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

	elaborates a full research plan including research questions, literature review, theory, research design, data collection and analysis plan, and a timetable.
Learning Outcomes	Upon completion of this module, students should be able to: • Explain the key theoretical and conceptual issues in methodology in the social sciences; • Deploy the main qualitative and quantitative methodological techniques used in sociology; • Link methodological techniques to 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	Michaelmas Term: Coursework (40%) Hilary Term: Dissertation proposal (60%) The coursework in MT/Semester 1 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. For the full dissertation proposal in HT/Semester 2, the suggested length is 3,000 words.
Indicative Reading List	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). 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). Bryman, A. (2016) <i>Social Research Methods</i>. Oxford: Oxford University Press (5th edition). Collier, D. and H.E. Brady (2010) <i>Rethinking Social Inquiry: Diverse Tools, Shared Standards</i>. University of California: eScholarship. Goertz, G. and J. Mahoney (2012) <i>A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences</i>. Princeton: University Press. Gunaratnam, Y. (2003) <i>Researching 'Race' and Ethnicity: Methods, Knowledge and Power</i>. London: Sage.

	Kumar, R. (2014) <i>Research Methodology. A step-by-step guide for beginners</i>. London: Sage. O'Leary, Z. (2004) <i>The essential guide to doing research</i>. London: Sage. Seale, C. (2012) <i>Researching Society and Culture</i>. London: Sage. Smith, L.T. (2012) <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. ZED Press (2nd edition). Yin, R.K. (2014) <i>Case Study Research: Design and Methods</i>. Thousand Oaks: Sage (5th edition).
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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	Upon completion of this module, students should be able to: • 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%)

Indicative Reading List	<u>Theoretical texts:</u> Alba, R. and Nee, V. (2003) <i>Remaking the American Mainstream: Assimilation and Contemporary Migration</i>, Cambridge: Harvard University Press. Gundara, J. (2000) <i>Interculturalism, Education and Inclusion</i>, London: Paul Chapman Educational Publishing. Kymlicka, W. (1995) <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i>, Oxford: Oxford University Press. Modood, T. (2007) <i>Multiculturalism: A Civic Idea</i>, Oxford: Polity Press. <u>General migration and education texts:</u> 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. Heckmann, F. (2008) <i>Education and Migration: Strategies for integrating migrant children in European schools and societies</i>, Brussels: European Commission. McLean, M. (1995) <i>Educational Traditions Compared: Content, Teaching and Learning in Industrialised Countries</i>, London: David Fulton. Triandafyllidou, A. and Gropas, R. (eds.) (2014) <i>European Immigration: A Sourcebook</i> (second edition), Farnham: Ashgate. <u>Empirical case studies:</u> Bloemraad, I. (2006) <i>Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada</i>, Berkeley: University of California Press. Faas, D. (2016) <i>Negotiating Political Identities: Multiethnic Schools and Youth in Europe</i>, London: Routledge. Koopmans, R., Statham, P., Giugni, M. & Passy, F. (2005) <i>Contested Citizenship: Immigration and Cultural Diversity in Europe</i>, Minneapolis: University of Minnesota Press.
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Elective Module	SOC40620: Nationalism and Social Change
Module Credit Volume	10 ECTS
Module Coordinator	Dr Iarfhlaith Watson & Prof Sinisa Malesevic School of Sociology, UCD
Module Description	This is a seminar and discussion-based module that explores the key theoretical approaches in the study of nations and nationalisms. The focus is on understanding the sociological foundations of the large-scale historical changes that have shaped the world over the last three hundred years. The module provides a thematic survey of these long-term historical developments with a spotlight on the relationships between nationalism and social change. More specifically the module addresses the cultural, political, economic, and social aspects of nation-formation in Europe and other continents.
Learning Outcomes	Upon completion of this module, students should be able to: • 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 (60%) Weekly reading summaries (20%) Active participation (20%).
Indicative Reading List	Brubaker, R. (2004). <i>Ethnicity without Groups</i>. Cambridge, MA: Harvard University Press. (Chapters 2 and 3). Jenkins (2008) 'Identity Matters' in his <i>Social Identity</i> 3rd edition. London: Routledge, pp. 1-15. Malešević, S. (2019). 'Introduction: The Tenacity of Nationalisms' in his <i>Grounded Nationalisms</i>. Cambridge: Cambridge University Press. pp. 1-16. S.

	Malešević, S. (2006). 'Ethnic and National Identity: The Conceptual Critique' in his <i>Identity as Ideology: Understanding Ethnicity and Nationalism</i>. New York: Palgrave Macmillan. Malešević, S. (2013.) 'The Salience of Nationalism' in his <i>Nation-States and Nationalisms: Organisation, Ideology and Solidarity</i>. Cambridge: Polity. Özkirimli, U. (2017). 'Introduction' in his <i>Theories of Nationalism</i>. 3rd revised edition. New York: Palgrave. pp 1-10.
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Elective Module	SOP77162/SOC41250: Social Inequality in Comparative Perspective
Module Credit Volume	10 ECTS
Module Coordinator	Dr Jan Skopek Department of Sociology, Trinity
Module Description	Social inequality has re-emerged as a central concern in contemporary societies. In many advanced economies, income and especially wealth inequalities have increased, while labour market polarisation, rapid and partly disruptive technological change, and globalisation have reshaped the distribution of risks and opportunities. At the same time, inequalities in life chances, particularly those linked to family background, remain persistent, raising concerns about social mobility and equality of opportunity. These developments have renewed attention to the role of institutions in mitigating or reinforcing inequality. Comparative perspectives are essential for understanding these dynamics. This module examines the structure, mechanisms, and institutional foundations of social inequality from a cross-national perspective. It introduces students to key theoretical approaches alongside the methodological challenges of comparative research, including issues of measurement, equivalence, and research design, as well as the tension between case-based qualitative (Weberian) and variance-based quantitative (Durkheimian) approaches. A central focus is on how societal and national institutions shape inequality, with particular emphasis on welfare state regimes. Drawing on Esping-Andersen's framework and subsequent developments, the module explores how configurations of state, market, and family relations structure the distribution of resources and opportunities. It examines intergenerational social mobility and intra-generational life course dynamics, as well as the persistence of social advantage across generations. The final part of the module focuses on education as a key stratification system, analysing how it may both reproduce and mitigate inequality across institutional contexts. Overall, the module equips students not only with knowledge on contemporary sociological debates on social inequality but also with the conceptual and analytical tools to understand how

	institutional variation shapes social inequality and to critically evaluate comparative empirical research.
Learning Outcomes	Upon completion of this module, students should be able to: • Critically evaluate major theoretical approaches to social inequality, including class based, institutional, and life-course perspectives; • Analyse and compare patterns of social inequality across countries and time, with particular attention to the role of welfare state regimes and institutional contexts; • Distinguish and assess key dimensions of inequality, including intergenerational mobility and intragenerational life-course dynamics; • Examine the role of education systems in reproducing and mitigating social inequality in comparative perspective; • Apply and critically reflect on methodological approaches in comparative research, including issues of measure
Module Start Date	Hilary Term/Spring Trimester
Module Length	11 weeks
Module Assessment	100% Coursework (presentation, in-class discussion, essay)
Indicative Reading List	Barone, C., & Ruggera, L. (2018). Educational equalization stalled? Trends in inequality of educational opportunity between 1930 and 1980 across 26 European nations. <i>European Societies</i>, 20(1), 1–25. Blossfeld, H.-P., Buchholz, S., Skopek, J., & Triventi, M. (Eds). (2016). <i>Models of Secondary Education and Social Inequality: An International Comparison</i>. Edward Elgar. Breen, R. (Ed.) (2004). <i>Social Mobility in Europe</i>. Oxford: Oxford University Press. DiPrete, T. A. (2020). The Impact of Inequality on Intergenerational Mobility. <i>Annual Review of Sociology</i>, 46(1), 379–398. Esping-Andersen, G. (1999). <i>Social Foundations of Postindustrial Economies</i>. Oxford: Oxford University Press. Immerfall, S., and Therborn, G. (2010). <i>Handbook of European Societies. Social Transformations in the 21st century</i>. New York et al: Springer. Kohn, M. L. (1987). Cross-national research as an analytical strategy. <i>American Sociological Review</i>, 52(6), 713–731. Mau, S., and Verwiebe, R. (2010). <i>European Societies: Mapping Structure and Change</i>. Bristol: Policy Press.

	Pfeffer, F. T., & Killewald, A. (2018). Generations of Advantage. Multigenerational Correlations in Family Wealth. <i>Social Forces</i>, 96(4), 1411–1442. Ragin, C., & Zaret, D. (1983). Theory and Method in Comparative Research: Two Strategies. <i>Social Forces</i>, 61(3), 731–754.
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Elective Module	SOP77172/SOC41240: AI and Society
Module Credit Volume	10 ECTS
Module Coordinator	Prof Taha Yasseri Department of Sociology, Trinity
Module Description	Artificial intelligence is increasingly shaping social, economic, and political life. This module introduces students to the foundational concepts of artificial intelligence, what AI is, how it works, and where it is applied, before examining its broader societal implications through interdisciplinary perspectives. The module explores key issues including algorithmic bias and fairness, automation and the future of work, privacy and surveillance, misinformation, governance, creativity, and human–AI interaction. Students engage with both conceptual explanations of core AI approaches (such as machine learning and generative AI) and critical social science perspectives. Through discussion, case studies, and engagement with foundational literature, students develop the ability to understand AI systems at a conceptual level and analyse their impact on institutions, decision-making, inequality, and public policy.
Learning Outcomes	Upon completion of this module, students should be able to: • Explain in accessible terms what artificial intelligence is, how core AI approaches work, and where they are applied; • Analyse ethical and policy challenges arising from artificial intelligence; • Evaluate the impact of AI on labour markets, governance, creativity, and social systems; • Identify risks related to bias, misinformation, surveillance, and safety; • Discuss human–AI interaction and its implications for decision-making; • Apply interdisciplinary perspectives to analysing the societal impact of AI; • Critically assess AI governance frameworks and responsible innovation approaches; • Demonstrate introductory understanding of key AI concepts relevant to societal analysis.

Module Start Date	Hilary Term/Spring Trimester
Module Length	11 weeks
Module Assessment	In-class presentations 30% In-class discussions 20% End-of-the-term essay 50%.
Indicative Reading List	Amodei, D. et al. (2016) <i>Concrete Problems in AI Safety</i>. arXiv preprint. Autor, D. (2015) Why Are There Still So Many Jobs? The History and Future of Workplace Automation. <i>Journal of Economic Perspectives</i>. Bender, E. M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021) On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? <i>Proceedings of the ACM Conference on Fairness, Accountability, and Transparency</i>. Buolamwini, J., & Gebru, T. (2018) Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. <i>Proceedings of Machine Learning Research</i>. DiResta, R., & Shaffer, K. (2023) AI-Generated Disinformation and the Threat to Democracy. <i>Stanford Internet Observatory Report</i>. Escalante, J., Pack, A., & Barrett, A. (2023) AI-Generated Feedback on Writing: Insights into Efficacy and Student Preference. <i>International Journal of Educational Technology in Higher Education</i>. Miyazaki, K. et al. (2024) Public Perception of Generative AI on Twitter. <i>EPJ Data Science</i>. Nah, S. et al. (2024) When Trust in AI Mediates: AI News Use, Public Discussion, and Civic Participation. <i>International Journal of Public Opinion Research</i>. Shum, H. Y., He, X., & Li, D. (2018) From Eliza to Xiaolce: Challenges and Opportunities with Social Chatbots. <i>Frontiers of IT & Electronic Engineering</i>. Vosoughi, S., Roy, D., & Aral, S. (2018) The Spread of True and False News Online. <i>Science</i>.

Elective Module	SOC41060/ Religion in Comparative Perspective
Module Credit Volume	10 ECTS
Module Coordinator	Dr Sarah Carol School of Sociology, UCD
Module Description	This module begins with a visit to a place of worship or a museum to introduce key themes in the empirical study of religion. In subsequent sessions, we examine classic texts in the sociology of religion and consider competing approaches to defining religion. Building on the contributions of early sociologists, we then explore contemporary evolutionary perspectives that seek to explain why religious communities are often more successful than other organizations in fostering prosocial behaviour, sustaining cooperation, and ensuring institutional longevity. The module further investigates the organizational development of religious communities, tracing their evolution from cults to churches. Alternative belief systems, including witchcraft and paganism, are examined alongside debates about religious diversity and classification. We also consider contemporary processes of secularization, religious polarization, and their implications for nation-states, social cohesion, and interreligious relations. Additional topics include the relationship between religion and sexuality, morality, trust, cooperation, intergroup violence, happiness, and well-being. Throughout the module, students engage critically with theoretical perspectives and empirical research drawn from sociology and related disciplines. The course adopts a comparative approach across historical periods and geographical regions—including North America, Europe, South Asia, and the Middle East—and incorporates insights from anthropology, geography, history, philosophy, political science, economics, and psychology.
Learning Outcomes	Upon completion of this module, students should be able to: • Demonstrate a critical understanding of classical and contemporary concepts and theories in the sociology of religion, including secularization, church–sect typologies, state–religion relations, prosociality, fundamentalism,

	and alternative belief systems such as magic, witchcraft, and shamanism; • Critically evaluate empirical approaches and methodological tools used in the sociology of religion and apply them to analyse religious diversity and cross-cultural variation across different historical periods and geographical contexts; • Analyse global and historical developments in religion, explain major patterns of religious change, and critically assess comparative research on religiosity across societies; • Formulate original research questions, identify and synthesise relevant literature, develop evidence-based arguments, and conduct comparative analyses of religious phenomena using appropriate theoretical and empirical approaches; • Communicate complex ideas effectively through seminar discussions, collaborative group work, and oral presentations, demonstrating the ability to work constructively in diverse and international teams.
Module Start Date	Hilary Term/Spring Trimester
Module Length	11 weeks
Module Assessment	Short PowerPoint presentation: 20% Report/Essay 3,000 words: 80%
Indicative Reading List	Durkheim, E. (1915/2004). The elementary forms of religious life. In: J. Farganis: <i>Readings in social theory</i>. Boston: McGraw-Hill, pp. 73-81. Inglis, T. (2015). Religion, Magic and Practical Reason. In: C. Salazar & J. Bestard-Camps (Eds). <i>Religion and science as forms of life: Anthropological insights into reason and unreason</i>. New York: Berghahn. Pp. 188 206. Johnstone, R.L. (2004). <i>Religion in society: a sociology of religion</i>. New Jersey: Pearson Education, Chapter 1.

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	How do we explain, and reckon with, the similar yet different paths taken by India, China, and Brazil over the last 40 years? Each has included a greater role of the market internally and participation in the globalized economy externally. If we take as our measure the generation of wealth, all three have succeeded enormously. But if we take the wellbeing of most citizens in each country as our measure, their paths diverge. China has succeeded in eradicating absolute poverty and increasing the material (and to a lesser extent social and political) freedoms of its people, Brazil has greatly decreased poverty and increased social protection for most of its citizens, and India has created a prosperous minority middle class but signally failed in improving the lot of most of its population. All have increased the centrality of free market institutions but vary in the degree to which society and the state incorporate and regulate the market. All struggle with the threats of inequality, the rise of autocracy, and climate change, with implications for the countries themselves and everyone else in the world.
Learning Outcomes	Upon completion of this module, students should be able to: • Critically engage with what is 'development' and 'progress' and 'growth'; • Have a knowledge and critical understanding of different units of and measures of 'development'; • Be able to engage with different 'ways of knowing' that contribute to debates around development with specific reference to how global regime of toxicity is both gendered and a rejection of an 'entangled epistemology'; • Understand the continuity between colonial practices and contemporary global practices with reference to global business and differential experience of toxicity between different countries and populations; • Critically assess the role of neoliberal economics in the global system and governance;

	• Understand the basis of the contrasting experiences of Russia, India, Brazil and China over the last 40 years; • Engage in current policy debates around how to understand and address climate change, with a particular focus on the critique of current economic theory and practice; • Synthesize multiple perspectives to develop new approaches to knowledge, development to tackle inequalities and climate change; • Improve their writing, problem-solving, debating and policy assessment skills.
Module Start Date	Hilary Term/Spring Trimester
Module Length	11 weeks
Module Assessment	3,500 word essay: 100% The presentation is not assessed with a grade.
Indicative Reading List	Applebaum, Anne. (2024). <i>Autocracy, Inc: The dictators who want to run the World</i>. Random House. Compare India, China, Brazil, and Russia on the main metrics of https://worldpopulationreview.com/countries/countries-by-gdp Compare India, China, Brazil, and Russia on the main metrics of the UN Human Development Reports (the overall ranking and then by literacy, life expectancy, income) http://www.hdr.undp.org/ Dipali Mathur (2022) <i>Available to be Poisoned: Toxicity as a Form of Life</i>. Rowan & Littlefield: London. Federici, S. (2004) 'The Accumulation of Labour and the Degradation of Women' in <i>Caliban and the Witch: Women, the Body, and Primitive Accumulation</i>. Penguin. French, H. W. (2021). <i>Born in blackness: Africa, Africans, and the making of the modern world, 1471 to the Second World War</i>. Liveright Publishing. Graeber, D., & Wengrow, D. (2021). <i>The dawn of everything: A new history of humanity</i>. Penguin. Grosfoguel, R. (2011) Decolonizing the University. 2nd Decolonial Days. 1.34-11.40 mins https://youtu.be/LKgL92yqygk?si=HI665_EobgoGSICO Hickel, J. (2017) <i>The Divide: A brief guide to global inequality and its solutions</i>. Random House. Ostrom, E. (2009) <i>Understanding institutional diversity</i>. Princeton University Press.

	Pennock, M. & Karma U. (2011). Gross National Happiness as a Framework for Health Impact Assessment. <i>Environmental Impact Assessment Review</i> 31: 61–65. Raworth, K. (2017) Chapter 1: ‘Change the Goal: From GDP to Doughnut’ in <i>Doughnut Economics</i>. Random House: UK. Saito, K. (2023) <i>Marx in the Anthropocene: Towards the idea of degrowth communism</i>. Cambridge University Press. Sen, A. (2001) <i>Development as Freedom</i>. Oxford: Oxford University Press. Weber, I. (2021) <i>How China Escaped Shock Therapy: The market reform debate</i>. Routledge.
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Elective Module	SOP77092/SOC40910: Gender and Social Change in a Comparative Context
Module Credit Volume	10 ECTS
Module Coordinator	Dr David Ralph Department of Sociology, Trinity
Module Description	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? 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.
Learning Outcomes	Upon completion of this module, students should be able to: • 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	Essay, 3000 words: 70% Presentation: 30%
Indicative Reading List	<u>General texts</u> Disch, L. and Hawkesworth, M. (eds) (2016) <i>The Oxford Handbook of Feminist Theory</i>. New York: Oxford University Press. 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. Gamble, S. (ed) (2006) <i>The Routledge Companion to Feminism and Postfeminism</i>. London: Routledge. <u>Empirical materials</u> 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. England, P. (2010) The gender revolution: Uneven and stalled. <i>Gender & Society</i>, 24(2): 149-166. 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. <u>Feminist theory</u> Collins, P. H. (2015) Intersectionality's Definitional Dilemmas. <i>The Annual Review of Sociology</i>, 41: 1-20. Firestone, S. (1970) <i>The Dialectic of Sex</i>. New York: William Morrow and Company Ltd. Fraser, N. (2020) <i>Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis</i>. London: Verso. hooks, b. (2015) <i>Feminism is for Everybody: Passionate Politics</i>. London: Routledge. Walby, S. (1990) <i>Theorizing Patriarchy</i>. Oxford: Basil Blackwell.

Core Module	SOP77300/SOC40920: Dissertation
Module Credit Volume	30 ECTS
Module Coordinator	Dr Joonghyun Kwak, 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	Upon completion of this module, students should be able to: • 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: 20 August 2027.
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 (SOP77101/SOC40840) 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 **Friday 20 August 2027**. The dissertation will be assessed by two independent markers during the month of September. The External Examiner, [Professor Jan Germen Janmaat](#) from UCL Institute of Education, 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 SOP77101/SOC40840 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 spacing.

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 20 August 2027. 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+	Outstanding A comprehensive, very well-structured, highly focused and concise response to the assessment task, consistently demonstrating: • 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	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: • 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	Excellent A comprehensive, highly-structured, focused and concise response to the assessment task, consistently demonstrating: • 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	A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting: • 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

B	Very Good A thorough and well-organised response to the assessment task, demonstrating: • 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	A substantial engagement with the assessment task, demonstrating: • 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.
C	Good An adequate and competent response to the assessment task, demonstrating: • 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	An intellectually competent and factually sound answer with, marked by: • 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.
D	Satisfactory An acceptable response to the assess with: • 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	An acceptable level of intellectual engagement with the as task showing: • 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

D-	Acceptable The minimum acceptable standard of response to the assessment task which: • 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).	The minimum acceptable level of intellectual engagement the assessment task with: • 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.
FM	Unacceptable A response to the assessment task which is unacceptable, with: • 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	An unacceptable level of intellectual engagement with the assessment task, with: • 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.

Second Class, First Division II.1 60-69

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.

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

- accurate and well-informed;
- comprehensive;
- well-organised and structured;
- evidence of reading;
- a sound grasp of basic principles;
- understanding of the relevant details;
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

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

- i) all the major issues and most of the minor issues must have been identified;
- ii) the application of basic principles must be accurate and comprehensive; and
- iii) there should be a conclusion that weighs up the pros and cons of the arguments.

Second Class, Second Division II.2 50-59

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

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

Third Class Honors III 40-49

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

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

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

----- 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> . 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>