



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Sciences & Philosophy
Department of Sociology

M.Phil in Race, Ethnicity, Conflict Handbook

2026/2027

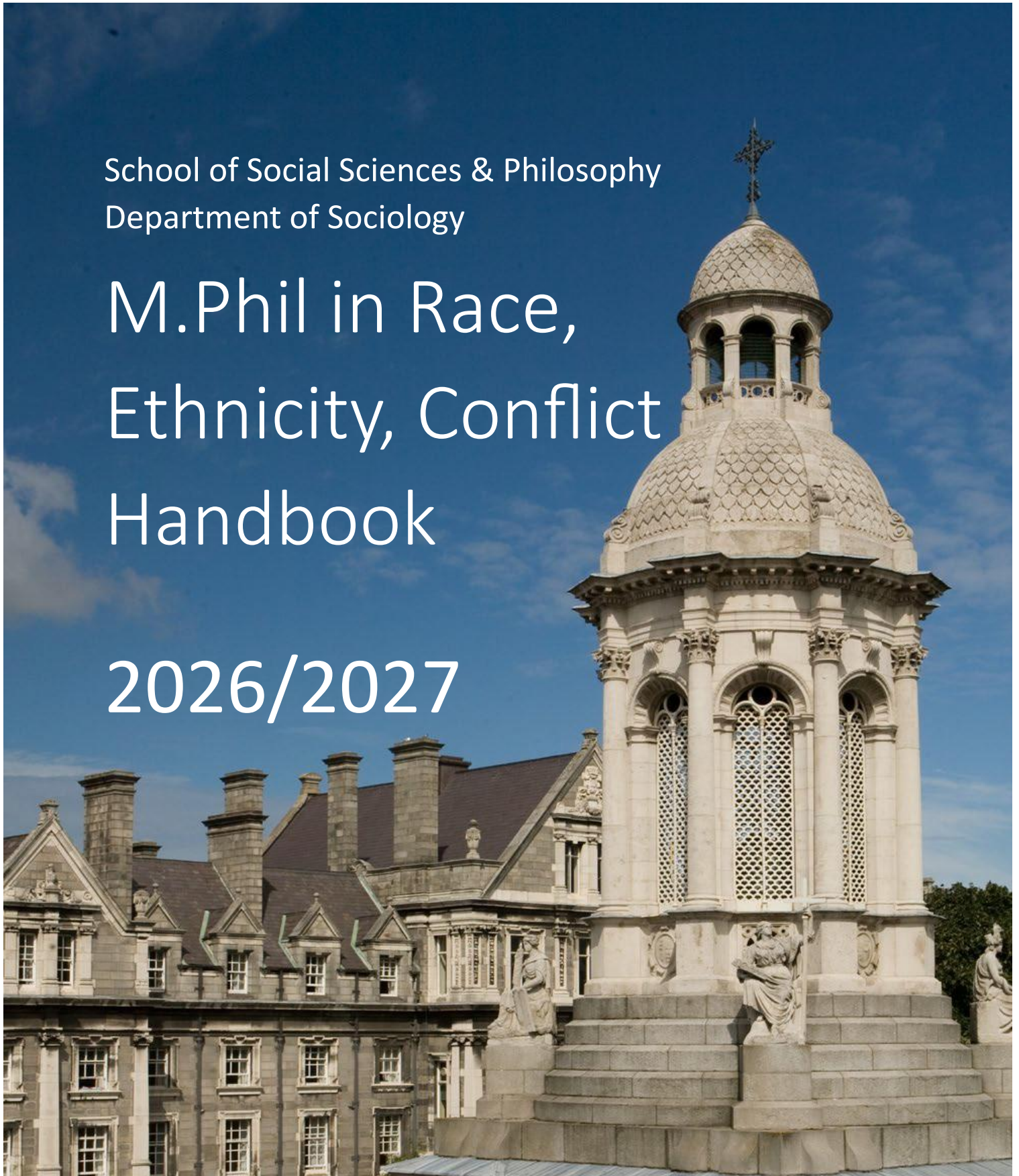


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A note on this Handbook

In the event of any conflict or inconsistency between the General Regulations published in the [University Calendar](#) and information contained in programme or local handbooks, the provisions of the General Regulation in the Calendar will prevail.

Alternative formats of the Handbooks can be made available on request.

1. General College Information

1.1 Student Services & Support

The Programme Administrator sociology@tcd.ie is your first port of call for all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help smooth your route through college. You can find further information at the links below:

- **Careers Advisory Service** | www.tcd.ie/careers
- **Graduate Studies Office** | www.tcd.ie/graduatestudies
- **Mature Student Office** | www.tcd.ie/maturestudents
- **Student Services Website** | www.tcd.ie/student-services
- **Trinity Disability Service** | www.tcd.ie/disability
- **Student Learning Development** | <https://student-learning.tcd.ie/>

1.2 Postgraduate Advisory Service (PAS)

What?

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

Why?

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

How?

For an appointment, please e-mail postgrad.support@tcd.ie.

For further information, please visit our [website](#), check out the regular PAS newsletter sent to all postgraduates via email, or follow PAS on Instagram (@TCDPGAdvisory).

1.3 Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Students seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie.

Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Further information on Postgraduate Student Supports [here](#).

Examination accommodation and deadlines:

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments: the last Friday of October annually.
- Semester 2 assessments: the last Friday of February annually.

Student responsibilities for departmental assessments/course tests:

Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy. For further information please visit: <https://www.tcd.ie/disability/current/how-reasonable-accommodations-work-in-trinity/>

1.4 Co-Curricular Activities

- **TCD Sports Clubs** | <https://www.tcd.ie/sport/student-sport/sport-clubs/>
Trinity has 50 sports clubs in a range of disciplines, from Basketball to Archery.
- **TCD Societies** | trinitysocieties.ie
Trinity offers over 100 societies across the University. From arts, culture, politics and debating to gaming, advocacy and music, you're sure to find your niche.
- **Student Union** | www.tcdsu.org
The Trinity College Students Union is a union for students, by students. It represents the student body at College level.

1.5 Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

1.5.1 SafeZone

SafeZone is a voluntary app that increases the security and safety of students and staff while in a Trinity location. It provides immediate access to Trinity resources to aid in cases of emergencies or when an alert is raised.

For further information on this app and its advantages, please see <https://www.tcd.ie/disability/physical-access-information/safezone/>.

1.6 Data Protection

Please note that due to data protection requirements, staff in the School of Social Sciences and Philosophy cannot discuss individual students with parents/guardians or other family members. As the University considers students, even if they are not yet 18, to have the maturity to give consent for the use of their data, in normal circumstances, the University will not disclose personal data to the parents, guardians or other representatives of a student without the student's consent.

The University's preference is to receive written consent by way of email from the student where possible. Without such consent the University will not release any details regarding students including details of their registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes and we are careful to comply with our obligations under data protection laws.

Further information on how we obtain, use, and disclose student data can be viewed on the Trinity website: www.tcd.ie/dataprotection

1.7 Health & Safety Statements

The College Safety Statement can be viewed on the Trinity website:
<https://www.tcd.ie/students/orientation/shw/>

1.8 University Regulations

Please reference the links below for College regulations, policies and procedures:

- **Academic Policies**
<https://www.tcd.ie/about/policies/academic-policies/>
- **Student Complaints Procedure**
<https://www.tcd.ie/about/policies/university-policies/complaints-procedure/>
- **Dignity and Respect Policy**
<https://www.tcd.ie/hr/dignity-and-respect/policies/>

2. General Course Information

2.1 Introduction

Welcome from Programme Director/s

Dear Students,

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

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

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

Staff from the Department of Sociology, the School of Social Sciences and Philosophy and School of Languages, Literature and Cultural studies are involved in the delivery of this programme, contributing to its diverse and multi-disciplinary offering. All are very happy to engage in discussion about your research interests and interaction with you as students of this programme, and I encourage you to make the most of this, particularly when it comes to choosing your dissertation topic.

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

Best wishes,

Dr Phil Mullen

Course Director

Welcome from the Programme Administrator

Dear Students,

My name is Fiona McIntyre and I am the programme administrator for all students registered on the M.Phil. in Race, Ethnicity, Conflict programme. If you have any administrative queries, you can email me at sociology@tcd.ie or drop into the office (Room 3.03, College Green, Mondays-Fridays from 8.00am– 4.00pm).

Please ensure you regularly check your Trinity email account as I will use this for all administrative correspondence. In the meantime, enjoy the start of term and please do make contact if you have any queries.

Best wishes

Fiona McIntyre,

Executive Officer

2.2 Programme Governance

The MPhil Course Committee is responsible for governance of the MPhil. It comprises of the Programme Director, Phil Mullen and Head of Department, Yekaterina Chzhen. The course committee meets once a term, and the class rep for the MPhil is invited to attend these meetings and present issues that have arisen during the term. The class rep is chosen in the first few weeks of Michaelmas term by the MPhil class.

2.3 Contact Details

Head of the School of Social Sciences & Philosophy Professor Paul O’Grady Tel. +353 1 896 1522 E-mail: pogrady@tcd.ie
Acting Head of Department Professor Kat Chzhen Tel. +353 1 896 1296 E-mail: chzheny@tcd.ie
School Director of Teaching & Learning (Post-Graduate) Professor Noah Buckley E-mail: Noah.Buckley@tcd.ie
Course Director Dr. Phil Mullen Tel. +353 1 896 2701 E-mail: mpmullen@tcd.ie
School Manager Ms Olive Donnelly Tel. +353 1 896 2499 E-mail: olive.donnelly@tcd.ie
Programme Administrator Ms Fiona Mc Intyre Tel. +353 1 896 2701 E-mail: sociology@tcd.ie

2.4 Key Locations

Department

The Department of Sociology office (Room 3.03) is located on the 2nd floor of 3 College Green. Maps of campus are available at <https://www.tcd.ie/Maps/map.php>

Blackboard

Blackboard is the College online learning environment, where lecturers will give access to material like lecture notes and discussion forums. The use of Blackboard varies from module to module and individual lecturers will speak to you about the requirements for their module. In order to access a module on Blackboard you should be registered to the module by your Programme Administrator. Blackboard can be accessed via tcd.blackboard.com.

Email

All official email correspondence will be sent to TCD email addresses only. You should check your email on a regular basis. When emailing the Administration, students should always include their TCD Student ID Number.

Student Portal

<https://my.tcd.ie> allows students to view their own central student record containing all relevant information related to the course for which you are registered. To access the system, you will need your College username and network password.

If your personal student information is incorrect, you should contact Academic Registry (via email, academic.registry@tcd.ie) stating your full name and student ID number. If your timetable module list is incorrect then you should notify the Programme Administrator.

Academic Registry

Academic Registry ("AR") manages course registration and fees. Their website can be accessed here: <https://www.tcd.ie/academicregistry/>. The Academic Registry offices are located in the Watts Building, on the east side of the main campus.

2.5 Key Dates

- Teaching in Michaelmas term: 14 September 2026 – 4 December 2026 (Reading Week: 26-30 October 2026)

*Term 1 – Michaelmas Term				
9 September 2024 – 29 November 2024 (Reading Week: 26-30 October 2026)				
Code	Module	Lecturer	Time	Location
SOP77041	Theories of Conflict	Roderick Condon	Tuesday 11.00 - 13.00	7–9 Leinster Street RM PX202
SOP77011	Theories of Race & Ethnicity	Nothemba Lockett	Wednesday 12.00-14.00	7–9 Leinster Street RM PX202
SOP77100	Research Methods	Daniel Faas	Thursday 11.00-13.00	Arts 3106
SOP77031	Conflict Zones: Case Studies	David Landy	Thursday 16.00 - 18.00	Arts RM 3020

ID7019	Identity at the margins: reconstructing identities and re-imagining futures of those who have experienced forced migration	Rachel Hoare	Thursdays at 9:00-11:00	Px_201 Leinster Street
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- Teaching in Hilary term: 18 January-09 April 2027 (Reading Week: 1-5 March 2027)

*Term 2 – Hilary Term 18 January – 09 April 2027 (Reading Week: 1-5 March 2027)				
Code	Module	Lecturer	Time	Location
SOP77100	Research Methods	Lairssa Meier	Tuesday 10.00-12.00	7-9 Leinster Street RM PX206
SOP77152	Ecological Crisis and Ecological Futures	Roderick Condon	Wednesday 12.00-14.00	Arts 4050A
SOP77072	Gender and Race	Phil Mullen	Thursday 11.00-13.00	7-9 Leinster Street RM PX202
SOP77142	Radical Right Movements and Resistance in Comparative Perspective	Larissa Meier	Thursday 14.00-16.00	College Green 2.02

*Students should access the timetable on their my.tcd.ie portal and check it regularly as venues and bookings may occasionally be subject to change.

- Dissertation submission 31 August 2027

2.6 Timetable

The updated course timetable will be available online shortly before the start of the Michaelmas term. Personal timetables will be available to students through <https://my.tcd.ie>.

The Academic Year Structure is available [here](#).

Academic Calendar Week	Week beginning	2026/27 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	31-Aug-26	Marking/Results 2025/26		←Michaelmas Term begins/Semester 1 begins
2	07-Sep-26	Marking/Results and Orientation (PG, Visiting, Erasmus)		
3	14-Sep-26	Teaching and Learning	Orientation (JF UG)	←Michaelmas teaching term begins
4	21-Sep-26	Teaching and Learning	Teaching and Learning	
5	28-Sep-26	Teaching and Learning	Teaching and Learning	
6	05-Oct-26	Teaching and Learning	Teaching and Learning	
7	12-Oct-26	Teaching and Learning	Teaching and Learning	
8	19-Oct-26	Teaching and Learning	Teaching and Learning	
9	26-Oct-26	Study/Review (Monday, Public Holiday)	Study/Review (Monday, Public Holiday)	
10	02-Nov-26	Teaching and Learning	Teaching and Learning	
11	09-Nov-26	Teaching and Learning	Teaching and Learning	
12	16-Nov-26	Teaching and Learning	Teaching and Learning	
13	23-Nov-26	Teaching and Learning	Teaching and Learning	
14	30-Nov-26	Teaching and Learning	Teaching and Learning	
15	07-Dec-26	Revision / Assessment*	Revision / Assessment*	
16	14-Dec-26	Assessment**	Assessment**	←Michaelmas Term ends Sunday 20 December 2026/Semester 1 ends
17	21-Dec-26	Assessment** / Christmas	Assessment** / Christmas	
18	28-Dec-26	Christmas Period - College closed 24 December 2026 to 3 January 2027 inclusive	Christmas Period - College closed 24 December 2026 to 3 January 2027 inclusive	
19	04-Jan-27	Foundation Scholarship Examinations	Foundation Scholarship Examinations	
20	11-Jan-27	Marking***	Marking***	
21	18-Jan-27	Teaching and Learning	Teaching and Learning	←Hilary Term begins/Semester 2 begins; Hilary teaching term begins
22	25-Jan-27	Teaching and Learning	Teaching and Learning	
23	01-Feb-27	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
24	08-Feb-27	Teaching and Learning	Teaching and Learning	
25	15-Feb-27	Teaching and Learning	Teaching and Learning	
26	22-Feb-27	Teaching and Learning	Teaching and Learning	
27	01-Mar-27	Study/Review	Study/Review	
28	08-Mar-27	Teaching and Learning	Teaching and Learning	
29	15-Mar-27	Teaching and Learning (Wednesday, Public Holiday)	Teaching and Learning (Wednesday, Public Holiday)	
30	22-Mar-27	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
31	29-Mar-27	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
32	05-Apr-27	Teaching and Learning	Teaching and Learning	
33	12-Apr-27	Revision	Revision	
34	19-Apr-27	Assessment**	Assessment**	←Hilary Term ends Sunday 25 April 2027
35	26-Apr-27	Trinity Week (Monday, Trinity Monday) / Assessment**	Trinity Week (Monday, Trinity Monday) / Assessment**	←Trinity Term begins
36	03-May-27	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
37	10-May-27	Marking/Results	Marking/Results	
38	17-May-27	Marking/Results	Marking/Results	
39	24-May-27	Research	Research	←Trinity Term ends Sunday 6 June 2027/Semester 2 ends
40	31-May-27	Research	Research	
41	07-Jun-27	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	14-Jun-27	Research	Research	
43	21-Jun-27	Research	Research	
44	28-Jun-27	Research	Research	
45	05-Jul-27	Research	Research	
46	12-Jul-27	Research	Research	
47	19-Jul-27	Research	Research	
48	26-Jul-27	Research	Research	
49	02-Aug-27	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
50	09-Aug-27	Research	Research	
51	16-Aug-27	Research	Research	
52	23-Aug-27	Reassessment 2026/27 - Semesters 1 & 2	Reassessment 2026/27 - Semesters 1 & 2	

* Semester 1 assessment session: December 11 to 22, 2026 inclusive (No assessment after Dec 22nd)

** Semester 2 assessment session: April 19 to 30, 2027 inclusive

*** Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 8, 2027

3. Academic Policies

3.1 Academic Integrity & Referencing

3.1.1 Academic Integrity

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:

- **Plagiarism** - presenting work / ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else or submitting work which has been created by using artificial intelligence tools, where this has not been expressly permitted.
- **Self-plagiarism** - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination.
- **Collusion** - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually.
- **Falsification/fabrication.**
- **Exam cheating** - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another.
- **Fraud/impersonation** - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit.
- **Contract cheating** - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g., exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

Further examples of the above available at <https://www.tcd.ie/teaching-learning/academic-integrity/>.

3.1.2 The Use and Referencing of Generative AI

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#) (2025), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and reference GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

Please check the relevant syllabus/module description on Blackboard for details of any restrictions on specific modules.

3.1.3 Academic Misconduct in the Context of Group Work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the cooperation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own. Should a module coordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

3.1.4 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding academic misconduct is available at libguides.tcd.ie/academic-integrity.

Each coversheet that is attached to submitted work should contain the following completed declaration:

"I have read, and I understand the academic integrity provisions in the General Regulations of the University Calendar for the current year. I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write'.

Please refer to your relevant School/ Department for the format of essay submission coversheets.

For further information including details of the procedure to be followed in case of suspected plagiarism, please refer to Section 1, 'Academic Integrity' of the Graduate Studies Academic Calendar: <https://www.tcd.ie/media/tcd/calendar/graduate-studies-higher-degrees/section-1.pdf>.

3.1.5 Procedures regarding Dignity & Respect Matters

The School of Social Sciences and Philosophy is committed to fostering a learning environment that upholds principles of equality, diversity, and inclusion. We strive to ensure that all students and staff can pursue their academic and professional goals without fear of discrimination, harassment, bullying, or any form of mistreatment.

Recognizing the adverse impact harassment can have on individuals' performance, morale, confidence, health, and learning, the School seeks to create a culture where such behavior is unequivocally condemned. Our goal is to encourage an atmosphere in which individuals can address harassment concerns without fear of ridicule or retaliation.

[Trinity Dignity and Respect Policy](#) sets out the College's key principles and procedures for addressing matters related to negative treatment, including discrimination, bullying, and any form of harassment. [TCD Sexual Misconduct Policy](#) establishes the principles, approach, and procedures on the subject of sexual harassment or sexual assault and outlines the resources and support available to both students and staff when facing issues related to sexual harassment.

Should any student encounter issues related to dignity and respect, as outlined above, we strongly urge them to immediately reach out for support from the designated contact person, who will provide guidance and support in accordance with the Dignity and Respect Policy:

- ~ Course Director Dr Phil Mullen | E-mail: mpmullen@tcd.ie
- ~ School Director of Teaching and Learning (Post-Graduate) Dr. Noah Buckley | Noah.Buckley@tcd.ie

Dignity, Respect and Consent FAQs

Where can I find the link to the Speak Out tool?

As a member of the Trinity community, you have the right to work or study in an environment which is free from bullying, harassment, and sexual misconduct. Speak Out provides the opportunity for you to make the University aware of incidents that you have either experienced or witnessed by reporting them anonymously. The Speak Out tool can be found [here](#).

Where can I find resources relating to Dignity, Respect and Consent for students?

The Dignity, Respect & Consent (DR&C) Service provides information and support about the Dignity & Respect and Sexual Misconduct policies and processes to Students. This information can be found [here](#)

How do I request an appointment with a Dignity, Respect and Consent Support Advisor?

Use the [Booking Form](#) to request an appointment with a Dignity Respect and Consent Support Advisor.

What is a disclosure and where can I find information on how to make a disclosure as a student?

A disclosure refers to the case where an individual discloses that they feel they have been subjected to bullying, harassment, and/or sexual misconduct. Making a disclosure does not constitute raising a complaint, however you may decide to submit a complaint after seeking advice from the DR&C Service. Information on how to make a disclosure as a student can be found [here](#).

Where can I find information on how to make a complaint as a student?

Information on how to make a complaint as a student can be found [here](#).

3.2 Research Ethics

We wish to draw your attention to the need for you to comply with the School's research ethics policy. Full details can be found at <http://www.tcd.ie/ssp/research/ethics/>. The most consequential aspect of this is that, should you be planning to observe, interview, poll, or experiment on human beings, you will need to get ethics approval. This involves completing a form that you will find via the link above and then having it approved/signed by the Department's Research Ethics representative. **Failure to comply with the School's research ethics policy could result in penalties, up to and including a zero mark for the dissertation.**

4. Teaching & Learning

4.1 Programme Structure

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

Each lecturer sets their own assessment. Assignment submission dates will be given at the beginning of the academic year. All essays to be submitted via blackboard unless otherwise stated. Late submissions are graded with a 10% reduction unless an explicit extension is sought and given by the module lecturer.

Candidates whose dissertations do not meet the minimum pass standard may have the opportunity to re-submit in accordance with the General Regulations for Taught Graduate Courses. Following consultation with the Course Co-ordinator, students who fail to pass the dissertation may opt or be advised to exit with a Postgraduate Diploma in Race, Ethnicity and Conflict, conditional on successfully completing at least 60 credits in taught modules. To qualify for the award of a Postgraduate Diploma with Distinction, students must, in addition, achieve an overall average mark of at least 68% and have a minimum mark of 70% in individual modules amounting to at least 30 credits.

M.Phil. candidates who achieve a mark of at least 70% in the overall average mark for the course, and a mark of at least 70% in the dissertation and the majority of the taught modules will be awarded the M.Phil. with Distinction. A Distinction cannot be awarded if a student has failed any credit during the course.

4.2 Programme Structure & Workload

The programme consists of **three** mandatory core modules (each worth 10 credits); **six optional modules** (each worth 10 credits); and a 20,000 word dissertation (30 credits). Students are required to accumulate 90 credits in total. All modules are 11 weeks long, with the exception of the Research Methods module which is spread over 22 weeks over two terms.

Compulsory Modules			
Code	Module Title	ECTS	Lecturer
SOP77100	Research Methods	10	Larissa Meier
SOP77011	Theories of Race & Ethnicity	10	Nothemba Lockett
SOP77041	Theories of Conflict	10	Roderick Condon
SOP77020	Dissertation	30	

Optional Modules			
Code	Module Title	ECTS	Lecturer
SOP77031	Conflict Zones: Case Studies	10	David Landy
SOP77152	Ecological Crisis and Ecological Futures	10	Roderick Condon
SOP77072	Gender and Race	10	Phil Mullen
SOP77142	Radical Right Movements and Resistance in Comparative Perspective	10	Larissa Meier
ID7002	Identity at the margins: reconstructing identities and re-imagining futures of those who have experienced forced migration	10 ECTS	Rachel Hoare

4.3 Learning Outcomes

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

- identify, understand and critically evaluate theoretical and research literature in the field of racism, anti-racism, ethnicity, conflict, and migration
- derive, explain and critically evaluate debates on race, ethnicity, colonialism, decoloniality, conflict and population movement at Irish, European and global levels
- identify the techniques used by states and international agencies to manage migration and conflict, their social and cultural impact and the responses they elicit
- examine the relationship between conflict and inequality, with a specific focus on racialised and communal forms of violence and resistance to them
- apply and compare different research methods in these fields
- conduct independent research of a theoretical or substantive nature in specific fields of race, ethnicity and conflict
- write dissertation and research reports to a professional standard
- communicate that research through oral presentations for an academic audience
- be qualified to work in policy and research in these fields in Ireland and abroad.

4.4 Module Descriptors & Compulsory Reading Lists

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules. Timetabling may restrict the availability of modules to individual students.

Module descriptors and timetables will be available on the Departmental website shortly before the start of each term:

<https://www.tcd.ie/sociology/programmes/postgraduate/mphil-in-race-ethnicity-conflict/>

SOP771101: Research Methods

Duration: Michaelmas Term and Hilary Term
ECTS: 10 credits
Lecturers: Michaelmas & Hilary Term: Professor Larissa Meier

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.

In Michaelmas Term, students will get an introduction to the principal methodologies of qualitative or quantitative research.

Based on that, Hilary Term will offer a seminar oriented to the specific intellectual and methodological concerns of the MPhil REC. The seminar will aim to do three things.

1. to help students to develop their research idea into a viable research proposal

2. to explore the methodological implications for social research of its history of complicity with colonialism, racism and various kinds of inequality coupled with
3. to explore some of the specific difficulties posed to the social researcher by violent conflict and its aftermath.

Learning outcomes

On successful completion of the module you 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;
- Understand some of the methodological challenges posed to social research by colonialism, racism and violent conflict
- Discuss and critically evaluate their own and other people's research projects;
- Write a proposal for their own research projects.

Assessment

- Michaelmas Term: Coursework (40%)
- Hilary Term: Dissertation proposal (60%)

The coursework in Michaelmas Term is a preliminary outline of your proposed research focus and discussion of its significance to you as well as a literature review. Length: 1,500 words, due by 2 December 2026. Based on this, students will be allocated to a dissertation supervisor.

The full dissertation proposal is due on 16th April 2027. The suggested length is 3,000 words. The proposal should elaborate a full research plan including a research question/aim, literature review, theory, research design, data collection and analysis plan, and a timetable.

Indicative Reading List

- Becker, Howard S. 2020. *Writing for Social Scientists, Third Edition: How to Start and Finish Your Thesis, Book, or Article.* edited by P. Richards and a N. Preface. Chicago, IL: University of Chicago Press.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. *The Craft of Research, Fourth Edition.* Chicago, IL: University of Chicago Press.
- Bryman, A., (2016) *Social Research Methods*, Oxford: Oxford University Press.

- Collier, David, and Henry E. Brady. 2010. Rethinking Social Inquiry: Diverse Tools, Shared Standards. University of California: eScholarship.
- Goertz, Gary, and James Mahoney. 2012. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: University Press
- Gunaratnam, Y. (2003) Researching 'Race' and Ethnicity: Methods, Knowledge and Power. London: Sage.
- Kumar, R. (2014) Research Methodology. A step-by-step guide for beginners. London: Sage.
- O'Leary, Z. (2004) The essential guide to doing research. London: Sage.
- Seale, C. (2012) Researching Society and Culture. London: Sage.
- Smith, L. T. (2012) Decolonizing Methodologies: Research and Indigenous Peoples. 2nd edition. ZED Press.

SOP77011: Theories of Race & Ethnicity

Duration: Michaelmas Term

ECTS: 10 credits

Lecturer: Dr Thembi Lockett

Module Description

This module explores the construction of 'race', ethnicity and identity, and the impact of these concepts on the modern world. Students will gain an overview of various approaches to 'race' and learn how 'race', ethnicity and identity are conceptualised, constituted and interpreted within social, political and economic processes, as well as examining how they intersect with culture, gender, state, and nation. We will look at how 'race' is represented and how it is experienced at an individual, national, institutional, and global level, asking the question that W.E.B. du Bois posed, 'How does it feel to be a problem'? The module discusses the continuing and interlocking aspect of colonial discourse in racialisation, group identification and categorisation, in addition to the logic and practices of racial systems, and how states deal with migration and difference. We will examine issues such as: the concept of 'race'; the prevalence of anti-Blackness, anti-Semitism, and Islamophobia; the possibility of multiculturalism, and post-'race'; current debates surrounding minority groups and multiculturalism; as well as decolonial and anti-racist struggles.

While we deal with theoretical issues, students are encouraged to apply their learning to contemporary representations of 'race' and their own experiences to tease out an understanding of the issues surrounding 'race' and ethnicity, as well as opening up more questions about identity in general. Some guiding questions will animate our tutorials together, viz:

- Are 'race' and ethnicity socially constructed concepts that divide the overall human population into subgroups based on aspects such as physical appearance, place of ancestral origin, historical and cultural experiences, language, and customs?
- Are the larger social, historical, and political forces in which an individual forms and experiences identity in constant flux or relatively stable?

Learning Objectives

Students will:

- critically theorise and contextualise 'race', ethnicity and identity by applying a critical sociological lens;
- engage in critical thinking about the intersection(s) (if any) between 'race', ethnicity and identity;
- understand the foundational and contemporary debates in relation to the framing of racialised and ethnicised identities.

Learning Outcomes

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

- distinguish between key concepts of 'race', ethnicity and identity;
- theorise the links between 'race', nation and state;
- understand the intersection between 'race', gender and class;
- situate contemporary debates within understandings of race, empire and colonialism
- discuss and critically evaluate notions of post racism and anti-racism; and
- evaluate policies of multiculturalism, interculturalism and integration.

Delivery and Syllabus

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

Assessment

Students are expected to attend lectures and actively contribute to the discussions. Students are expected to follow the style guidelines in the student handbook.

- 1) Midterm assignment will consist of a reflective writing essay which is combined with a presentation to form part of final grade (30%)
- 2) End of module, essay will be 2500 words. Submission date by 5pm, Friday 27 November 2025 (70%)

Recommended Texts

The following texts will prove useful:

- Davis, A. (1981). *Women, Race & Class*. New York: Random House.
- Biko, S. (2002). *I write what I like*. Chicago: Chicago University Press.
- Du Bois, W.E.B. (2008). *The souls of Black folk*. Oxford: Oxford University Press.
- Fanning, B. Michael, L. (2019). *Immigrants as outsiders in the two Irelands*. Manchester University Press.
- Fanon, F. (2021). *Black skin, white masks*. London: Penguin.
- Gilroy, P. (1993). *The Black Atlantic*. Harvard University Press.
- Hall, S. (2020). Old and new identities, old and new ethnicities. In *Theories of race and racism*. London: Routledge.
- Hall, S. (1980). *Race, articulation and societies structured in dominance (Papers)*.
- *Sociological theories: Race and colonialism*.
- Hill Collins, P. and Solomos, J. (eds). (2010). *The SAGE handbook of 'race' and ethnic studies*. London: SAGE.
- Lentin, A. (2020). *Why 'race' still matters*. Cambridge: Polity Press.
- Mamdani, M. (2020). *Neither settler nor native*. Harvard: Harvard University Press.

- Mbembe, A. (2019). Necropolitics. Translated by Libby Meintjes. *Public Culture*, 15(1).
- Mullen, P. Black Unsettlement: Embodied Blackness and Black Studies in the Irish Context. *Irish Journal of Sociology*, 32(1-2).
- Solomos, J. (2022). 'Race', Ethnicity and Social Theory: Theorizing the Other. Abingdon: Routledge.
- Solomos, J. (ed). (2020). *Routledge international handbook of contemporary racisms*. Abingdon: Routledge.

SOP77041: Theories of Conflict

Duration: Michaelmas Term
ECTS: 10 credits
Lecturer: Dr Roderick Condon (condonro@tcd.ie)

Module Description

After violent conflicts have been “resolved” there is usually a metaconflict about the conflict; ie disputation over the causes, nature, and consequences of the violence. Metaconflicts are fought over the rival collective memories and social theories developed by distinct social groups to frame and transmit their understandings of the conflict and who is to blame. Peace processes typically seek to address metaconflicts via ‘transitional justice’ processes which seek to discover the truth of the violence, address the needs of victims and promote reconciliation between victims and perpetrators.

The peace agreement signed in Belfast on Good Friday 1998 (GFA) has surprisingly little to say about victims, and there has been no ‘Truth and Reconciliation Commission’ (TRC) here. Since 1998 a meta-conflict about the conflict has raged unchecked; it has intensified since Brexit amid renewed calls for a referendum on Irish unity. The lack of a TRC reflects the consociational nature of the GFA which is based on the idea that the conflict was between two communities, equal and opposite, each with its own identity and associated regime of truth, and “good fences make good neighbours”.

In the absence of a TRC there has been no societal reckoning with the past, instead grass-roots commemoration and storytelling has flourished. Individual narratives express real trauma, loss and a longing for truth and justice that will never come, but through processes of silencing and appropriation, memory and narrative becomes part of the metaconflict, reflecting the communal binary between so-called ‘cultural Catholics’ and ‘cultural Protestants’.

The social and human sciences are not above the metaconflict, they are part of it, and therefore cannot arbitrate. What then is a sociologist to do? Rather than assess truth claims, maybe we need to step back, gain reflexivity, explore how the communal binary and associated regimes of truth, memory, narrative are socially constructed; maybe consider other narratives that unsettle the communal binary? Especially given that the votes of such others will be crucial in a putative referendum on a united Ireland.

Learning Outcomes

On successful completion of this module, I would hope that you would be able to:

- appreciate that violent conflicts are accompanied by an ideological metaconflict about the conflict

- understand the challenges that metaconflict presents to people trying to live in the aftermath of political violence
- recognise the Good Friday Agreement as an attempt to manage relations between 'two communities' each with its own 'identity' and regime of truth about the conflict
- understand the challenge that conflict and metaconflict presents to social science ('crisis of representation') and reflexivity as a response to that
- critically assess the role of narrative, memory and trauma in the aftermath of violent conflict
- contrast narratives based in the lived experience of political violence with the sanitised abstractions of social theory

Assessment

Assessment will be by means of an essay (3000 words max) to be submitted by 12noon on Tuesday 8 December 2026. Essay titles will be circulated after reading week.

Textbooks

- Finlay, A. (2011) *Governing Ethnic Conflict*, Routledge [eBook tcd library accessible from home]
- Alexander, J. [et al] (2004) *Cultural Trauma*, polity [chapter 1]
- Finn D. (2019) *One Man's Terrorist: A Political History of the IRA*, Verso
- Mamdani, M. (2020) *Neither Settler nor Native*, Harvard University Press, [Introduction and conclusion] [eBook tcd library]

If your knowledge of Irish history is scant [or even if you think you know about the recent 'Troubles'] you will do well to check-out the documentary series, *Once upon a time in Northern Ireland*, on RTE Player.

SOP77031: Conflict Zones: Case Studies

Duration: Michaelmas Term
ECTS: 10 credits
Lecturer: Dr David Landy (dlandy@tcd.ie)

Module description

What are the roots of genocide? In January 2024, the International Court of Justice found there was a 'plausible case' that Israel is committing genocide in Gaza, a ruling which came within days of International Holocaust Remembrance Day. Beyond the headlines, how can we understand how this instance of 'plausible genocide' and the conflict behind it has been constructed, conducted and dealt with internationally.

While Israel/Palestine has traditionally been understood as a paradigmatic example of a conflict based on race and ethnicity, this is now being replaced by the paradigms of apartheid and genocide applied to it, in particular by outside actors and NGOs. This module examines the various understandings of the area as alternatively a conflict zone, democracy under siege, apartheid regime, and system of colonial control that has led to genocidal violence.

Understandably, this module focuses on Gaza more than previous years. But we will also be examining the history and current situation in the rest of the occupied Palestinian territories and Israel itself. This module examines both the situation and the reactions of the various parties, taking a critical look at Israeli and Palestinian responses to the conflict. The module also examines international interventions in the conflict – both what has motivated the extraordinary international interest in Israel/Palestine and the effect of this involvement.

The aim of the module is to understand the particular issue of Israel/Palestine, and to use this to develop approaches to conflict situations which has general application. Key debates that this class engages in is conflict and race, colonisation practices, resistance strategies, the representation of conflict, the use of human rights by parties in conflict situations, and critiques of the role of outside intervention.

Learning outcomes

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

- Understand the main issues involved in the Israel/Palestine conflict
- Relate this specific instance to wider theoretical understandings within race and conflict studies
- Theorise the roles of race and racialisation within the conflict
- Examine representations of the Israel/Palestine situation
- Critically analyse the role of external involvement within a conflict zone

- Understand the reasons behind the globalisation of this particular conflict and relate this to other conflicts.

Main Topics

- Israel/Palestine – historical and political perspectives
- Israel/Palestine – theorising a field of conflict
- The case of Jerusalem
- Israeli and Palestinian responses to the conflict – living with conflict
- Representations of the conflict in film and fiction
- The role of ‘the peacemakers’ – the reason and effect of outside intervention
- Diaspora Jewish involvement in Israel/Palestine
- Palestinian solidarity and the problems of social movement intervention

Assessment

Assessment is based on a 3,000-word analytical review of a representation of Israel/Palestine, either fiction or non-fiction. The representation can be a film, a pamphlet, a blog, a textbook, and come from either within Israel/Palestine or be outside representations of the situations. Students are expected to relate their analysis to the theoretical readings on this module and the wider course.

Readings

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

- Gelvin, James. 2014. *The Israel-Palestine Conflict: One Hundred Years of War*.
- Kotef, Hagar. 2020 *The Colonizing Self: Or, Home and Homelessness in Israel/Palestine*. Durham, NC: Duke University Press.
- Lentin, Ronit (ed.) 2018. *Traces of Racial Exception: Racializing Israeli Settler Colonialism*. Bloomsbury Academic: London
- Haddad, Toufic. 2016. *Palestine Ltd.: Neoliberalism and Nationalism in the Occupied Palestinian Territory*. London: I. B. Tauris, SOAS
- Matar, Dina. 2010. *What it Means to be Palestinian: Stories of Palestinian Peoplehood*. I.B. Tauris: London, 2010;
- Zureik, Elia. 2016. *Israel's Colonial Project in Palestine*. London: Routledge

SOP77152: Ecological Crisis and Ecological Futures

Duration:	Michaelmas Term
ECTS:	10 credits
Lecturer:	Dr Roderick Condon (condonro@tcd.ie)

Module Description

This module examines the unfolding ecological crisis of modern industrial society as, from a sociological perspective, the central conflict of our times. It explores key theoretical and substantive concerns in a critical evaluation of the relationship between human beings and the natural world, the interactions between society and environment, and the linkages between social issues and environmental problems. To do so, the module engages students to consider the subfield of environmental sociology, its central themes and foci, to explore environmental and ecological thought more generally, to reflect on historical and sociological dimensions of the environmental movement, and to engage with contemporary debates. The module brings all of this to bear in a critical analysis of the politics of ecological crisis, the contestation of differing crisis diagnoses, and the contrasting potential ecological futures currently imagined and anticipated within contemporary society. Here three contemporary movements will be examined encapsulating the different futures of: ecological modernization and green capitalism; ecosocialism, ecofeminism, and postcapitalism; authoritarianism, ecofascism, and neofeudalism. The module is thus particularly concerned with the societal dimensions of ecological crisis and the sociological concerns of power and conflict, seeking to assess the challenge of sustainability in terms of the political and ethical questions it raises.

Learning Outcomes

Upon completion of this module, students will be able to:

- : • Gained an understanding of the environmental movement and environmental and ecological thought as well as knowledge of environmental sociology
- Developed an ability to identify and critically evaluate the social causes of environmental problems and critically consider potential solutions in turn
- Attained a deeper understanding of the social challenges posed by anthropogenic climate change and sensitivity towards the ethical issues it raises
- Gained a critical understanding of ecological politics and the associated ecological futures anticipated by contending political projects
- Developed an ability to articulate and develop their own stance on environmental issues

Working Methods

The module is delivered in two-hour seminar slots consisting of a lecturing input, student presentations, and group discussion. Students are expected to read in advance and participate in class.

Assessment

The module is assessed in two components:

- 3,000 words essay (80%)
- Presentation (20%)

The essay submission deadline is Wednesday 2 December at 5pm. This should be submitted to Turnitin on Blackboard. Penalties for late submission apply. Without an authorised extension, the mark given for the essay will be lowered by 10%. The essay will be graded according to the TCD School of Social Sciences and Philosophy Marking Scale.

The presentation will involve description and discussion of a set reading. Each student will be assigned a week on which to present at the beginning of term. The presentation will be accompanied by PowerPoint slides and assessed on the following 3 criteria:

1. Use of reading material:

The presentation should elaborate and show an understanding of the central problem or question and engage with the relevant theoretical and empirical material.

2. Clarity of the presentation:

The presentation should be structured and clear to the audience. It should be concise, provide key points, and be engaging for the audience. Dense paragraphs of text should be avoided.

3. Creative elements and critique:

The presentation should bring in engaging and relevant material from outside the lectures and readings such as video, pictures and other media and can include audience participation. The presentation should also bring the presenters own perspective into the fold and consider important critical dimensions of the material or topic being considered.

Key Readings

The following are recommended as general background and introductory texts for the field of environmental sociology and are by no means intended as a definitive canon.

Bell, M. (2012) *An Invitation to Environmental Sociology*. 4th ed. London: SAGE.

Dunlap, R.E., Buttel, F.H., Dickens, P. and Gijswijt, A. (2002) *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. Plymouth: Rowman & Littlefield Publishers.

Harper, C. (2012) *Environment and Society: Human Perspectives on Environmental Issues*. 5th ed. Pearson Education.

Martell, L. (1994) *Ecology and Society: An Introduction*. Cambridge: Polity Press.

Pepper, D. (1989) *The Roots of Modern Environmentalism*. London: Routledge. Redclift, M. and Woodgate, G. (eds.) (2010) *The International Handbook of Environmental Sociology*. 2nd ed. Northampton, MA: Edward Elgar.

Redclift, M. and Woodgate, G. (eds.) (1995) *The Sociology of the Environment*. 3 volumes. Brookfield, VT: Edward Elgar.

Redclift, M. and Benton, R. (eds.) (1994) *Social Theory and the Global Environment*. London: Routledge.

SOP77142: Radical Right Movements and Resistance in Comparative Perspective

Duration: Hilary Term
ECTS: 10 credits
Lecturer: Dr Larissa Meier (meierl@tcd.ie)

Module Description

The radical right is on the rise globally. Along with this resurgence comes a (re)activation and deepening of societal divisions between groups based on race, religion, gender, ethnicity, caste, class, and more—prompting some analysts to claim that “othering” constitutes the defining problem of the twenty-first century (Powell and Menendian 2024). This module examines—both theoretically and empirically—how radical right actors, through their “boundary work,” construct exclusive identities and draw sharp distinctions between those deemed to “belong” and “deserve” and those who do not. We analyze how these divisive projects manifest in the speeches and collective actions of far-right groups, and how they are enabled or contested by socio-political institutions, practices, and embedded power relations. We also examine the groups and movements that resist radical right groups and ideas, as well as the challenges they face in doing so. Recognizing that the dynamics of othering differ across societies, the module takes a comparative approach, exploring exclusionary and solidarity movements in a range of contexts. Our goal is to understand both the similarities and differences in patterns of intergroup conflict across Europe, Latin America, and Asia.

Learning Outcomes

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

- Understand how inter-group hierarchies are (re)produced and naturalized through processes of boundary work.
- Apply key concepts from social movement theory to analyze radical right mobilizations as well as resistance movements.
- Explain major contemporary conflicts related to radical right agendas, including their societal and political dimensions.
- Develop a multidimensional and comparative perspective on social movements and intergroup conflict.
- Evaluate ongoing public debates and policy responses to the challenges posed by radical right actors.

Working Methods

The module is delivered in two-hour seminar slots consisting of a lecturing input, student presentations, and group discussion. Students are expected to read in advance and participate in class.

Assessment

The assessment consists of:

1. An in-class presentation on a far-right movement or resistance group, combined with regular oral participation in class discussions. This component counts for 40% of the final grade.
2. A 2,500-word end-of-module essay. Students are free to choose their own topic, provided it is approved in advance by the instructor and relates to themes discussed in the seminar. Essays should follow the style guidelines provided in the MPhil student handbook. This component counts for 60% of the final grade.

Key Readings

- John Powell and Stephen Menendian, *Belonging without Othering: How We Save Ourselves and the World* (Stanford (Calif.): Stanford University press, 2024);
- Angana P. Chatterji, Thomas Blom Hansen, and Christophe Jaffrelot, eds., *Majoritarian State: How Hindu Nationalism Is Changing India*, Oxford Scholarship Online Political Science (London: Hurst & Company, 2019), <https://doi.org/10.1093/oso/9780190078171.001.0001>
- Jan Willem Duyvendak, Josip Kešić, and Timothy Stacey, *The Return of the Native: Can Liberalism Safeguard Us against Nativism?*, Oxford Studies in Culture and Politics (New York (N.Y.): Oxford University press, 2023)
- Leigh A. Payne, Julia Zulver, and Simón Escoffier, eds., *The Right against Rights in Latin America*, First edition, *Proceedings of the British Academy* 255 (Oxford ; New York: Oxford University Press, 2023).
- Doug McAdam, *Political Process and the Development of Black Insurgency, 1930-1970*, 2nd ed (Chicago: University of Chicago Press, 1999);
- David S. Meyer, Sidney G. Tarrow, and Jacob S. Hacker, eds., *The Resistance: The Dawn of the Anti-Trump Opposition Movement* (New York, NY: Oxford University Press, 2018);
- James M. Jasper, *The Art of Moral Protest: Culture, Biography, and Creativity in Social Movements* (Chicago: Univ. of Chicago Pr, 2008);

- Theda Skocpol and Caroline Tervo, *Upending American Politics: Polarizing Parties, Ideological Elites, and Citizen Activists from the Tea Party to the Anti-Trump Resistance* (New York: Oxford university press, 2020);
- Andreas Wimmer, *Ethnic Boundary Making: Institutions, Power, Networks*, Oxford Studies in Culture and Politics (New York: Oxford University Press, 20

SOP77072: Gender and Race

Duration: Hilary Term
ECTS: 10 credits
Lecturer: Dr Phil Mullen (mullenma@tcd.ie)

Module Description Overview:

'Race' and gender as categories are still being read off the body raising questions as to whether gender is a synonym for women, a description of social relations, a performance or a feature of institutions, and what is it we are referring to when we speak of 'race'? This module offers a comprehensive exploration of 'race' and gender, positioning them within broader social, political, and economic contexts to illustrate the linkages between colonialism, feminism, 'race', and gender. In a world shaped by the historical forces of colonialism and the struggle for gender equity, understanding the intersections of 'race' and gender is imperative. This module focuses on the significance of these intersections within the contemporary societal context, tracing their historical legacies from colonialism and the ongoing struggles and challenges to feminism. By employing feminism and colonialism as foundational lenses.

Objective:

The primary objective of this course is to unearth the ways in which 'race', gender, colonialism, and feminism intersect, shaping dynamics of oppression and resistance in our society. We explore how they have been weaponised to perpetuate racism, sexism, and heterosexism. How are these categories socially constructed, and how do they tangibly influence people's lives? We investigate the intricate ways in which 'race' and gender intersect, driving structural reproduction through institutions and actions across generations. Through critical exploration, students will gain an understanding of the construction and manipulation of these concepts within the context of historical and contemporary power dynamics. This exploration examines the dynamics of change, where social structures and individual agency coalesce to mould 'raced' and 'gendered' individuals.

Learning Outcomes:

By the end of this module, students will be able to:

- Discuss key theorists in the realms of 'race', gender, colonialism and feminism, employing a Critical 'race' Theory approach.
- Critically analyse and contextualise 'race', gender, colonialism and feminism.
- Engage in critical thinking regarding the intersection of 'race', gender, colonialism and feminism, and apply intersectionality to research.
- Construct and articulate well-informed arguments about the intersections of 'race', gender, colonialism and feminism in both written and spoken formats.

Reading List

Set texts:

- Hartman, S. (2019). *Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval*. Norton
- hooks, b. (1984). *Feminist Theory: From Margin to Center*. South End Press.
- One more text may be added later

Indicative reading list:

- Connell, R. and Pearce, R. (2015). *gender in World Perspective*, 3rd edition. Cambridge: Polity Press.
- Delgado, R. and Stefancic, J. (2017). *Critical 'race' Theory: An Introduction*, (3rd edition). New York: NYU Press.
- Hill Collins, P. & Bilge, S (2016). *Intersectionality*. Cambridge: Polity Press.
- Loomba, A. & Sanchez, M. E. (eds). (2016). *Rethinking Feminism in Early Modern Studies: gender, 'race', and Sexuality*. New York: Routledge.
- Messerschmidt, J. Yancey Martin, P. Mesner M. & Connell, R. (eds). (2018). *Gender Reckonings*. New York: NY University Press.
- Moreton –Robinson, A. (2000). *Talking up to the White woman - Aboriginal Women and Feminism*. University of Queensland Press
- Snorton, C. R. - (2017). *Black on Both Sides: A Racial History of Trans Identity*, University of Minnesota Press. <https://doi.org/10.5749/j.ctt1pwt7dz>

Assignments

Assignment at midterm will consist of a reflective writing assignment which is combined with a presentation to form part of final grade. **30%**

End of module 2500 word essay. Students are expected to follow the style guidelines in the MPhil student handbook. **70%**

ID7019

Identity at the margins: reconstructing identities and re-imagining futures of those who have experienced forced migration.

Dr Rachel Hoare (rmhoare@tcd.ie)

Module Description

Forced migration represents one of the key societal challenges of our times, with a drastic scaling up of mixed migratory flows to Europe since 2015 and an average of one person being displaced every two seconds worldwide. Forced migration has a significant impact on identity formation and meaning-making processes. This module draws on theories of developmental and social psychology through a trauma-informed culturally-sensitive lens, to provide a theoretical, reflexive and experiential understanding of the identity formation and reconstruction processes of those who have experienced forced migration. Drawing also on applied theories of acculturation, this module will explore constructs of post-migration identity formation, looking at the ways in which those who have been forcibly displaced consciously and unconsciously balance ethnic and new national identities in understanding themselves, their lives, and how they represent themselves to others. Finally, the module will interrogate the methodological and ethical challenges associated with empirical research in this area.

Learning outcomes

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

1. Describe and appraise advanced concepts, theories and debates on identity in the fields of developmental and social psychology.
2. Apply these theoretical concepts to those who have experienced forced migration.
3. Personalise the forced migration experience by evaluating, understanding and humanizing the impact on identity of the individual lived experiences.
4. Convey theoretical and experiential knowledge of the impact of forced migration on identity processes to a variety of different audiences.
5. Develop a range of transferable skills including: multi-disciplinary approaches to research, awareness of ethical considerations and challenges, problem-solving, autonomous and peer-to-peer working, report writing and interviewing techniques.

Module assessment

Students will be required to complete two assessments, each weighted at 50%:

1. A reflective piece in response to a panel discussion with participants who have been forcibly displaced and professionals who support them (no more than 2000 words)
2. An academic poster

Students will be provided with detailed guidance on each assessment type. The choice afforded for the second assessment recognises that students have strengths in many different areas.

Indicative Bibliography

Fiddian-Qasmiyeh, E., Loescher, G., Long, K., & Sigona, N. (Eds.). (2014). *The Oxford Handbook of Refugee and Forced Migration Studies*. Oxford University Press.

Hoare, R. (2022). Friends as family: Using composite psychotherapy case material to explore the importance of friendships for unaccompanied adolescent refugees coping with the challenges of resettlement in Ireland. *Journal of Refugee Studies*, 35(3), 1160–1185. <https://doi.org/10.1093/jrs/feac034>

Kirsch, J., & Haran, H. (2025). Collective trauma in the forced migration context: A scoping review. *Transcultural Psychiatry*. <https://doi.org/10.1177/13634615251341853>

Matos, L., Indart, M. J., Park, C. L., & Leal, I. (2023). “I’m going to tell you something I never told anyone”: Ethics- and trauma-informed challenges of implementing a research protocol with Syrian refugees. *International Journal of Environmental Research and Public Health*, 20(2), 1261. <https://doi.org/10.3390/ijerph20021261>

UNHCR. (2026). *Global Trends: Forced Displacement in 2025*. <https://www.unhcr.org/global-trends>

4.5 Coursework Requirements

Essay guidelines

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

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

Citation within the text: Please use the author, year: page method:

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

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

- Citing one author, more than one publication: (Walby, 1986; 1990).
- Citing two publications for one author, in the same year: (Yuval-Davis, 1997a; 1997b).
- Citing more than one author, one publication for each: (Rogers, 1980; Moore, 1988).
- Citing co-authorship/editorship: (for two authors/editors: Donald and Rattansi, 1992; for more than two authors/editors: Modood *et al*, 1997).

Citations in the reference list: List all works cited, alphabetically, at the end of your essay, under the heading 'References.' List authors' last names first (and quoting their initial or full first names).

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

Modood, Tariq. 1994. Racial Equality: Colour, Culture and Justice. London: Commission for Racial Equality.

Solomos, John and Les Back (eds.) 1999. Theories of Race and Racism. London: Routledge.

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

McVeigh, Robbie. 1998. 'Theorising sedentarism: the roots of anti-nomadism,' in Paul Hainsworth (ed.) *Divided Society: Ethnic Minorities and Racism in Northern Ireland*. London: Pluto Press.

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

Pieterse, Jan Nederveen. 1997. 'Deconstructing/reconstructing ethnicity.' *Nations and Nationalism*, 3 / 3: 365-396.

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

Ashe, D. D., & McCutcheon, L. E. (2001). *Shyness, loneliness, and attitude toward celebrities*. *Current Research in Social Psychology*, 6(9), 124–133. Retrieved July 3, 2001, from <http://www.uiowa.edu/~qrpproc/crisp/crisp.6.9.htm>

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

Cary, B. (2001, June 18). *Mentors of the mind*. *Los Angeles Times*. Retrieved July 5, 2001, from <http://www.latimes.com>

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

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

Resubmission of failed essays

Students must resubmit failed essays within two weeks of being informed by the lecturer. The lecturer/teaching assistant will provide a notional grade for the resubmitted work, but the highest grade that can actually be returned is a III (maximum 49%).

4.5.1 Dissertation

Aims and learning outcomes

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

Delivery

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

Assessment

The dissertations are graded by two members of staff (one of whom is the supervisor) independently of each other. The final decision rests with the external examiner. Students whose dissertations do not meet the minimum pass standard may have the opportunity to re-submit in accordance with College procedures as outlined in the Calendar for Graduate Studies and Higher Degrees. The maximum grade for a re-submission is a pass grade (ie 40%).

Following consultation with the Course Co-ordinator, students who fail to pass the dissertation may opt or be advised to exit with a Postgraduate Diploma in Race, Ethnicity and Conflict provided that they have reached the required standards as set out in the Calendar for Graduate Studies and Higher Degrees.

DISSERTATION GUIDELINES

1. Topic, research methods and coverage

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

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

2. Submission dates

Title and topic should be submitted by **the end of Term 1**

Proposals should be submitted **by the end of Term 2** (see section 5 for proposal guidelines). During Hilary Term, students will be required to make oral presentations of their proposals within the Research Methods core course to help them in formulating their proposals.

Dissertations should be submitted by **Tuesday, 31 August 2027**.

3. Supervision

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

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

4. Literature Searches

The following are some main sources:

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

5. Dissertation Proposals

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

1. Title
2. Introduction: succinct statement of research aims and/or research question followed by brief discussion of how you came to be interested.
3. Literature review: the significance/relevance of your research with respect to a broader scholarly literature.
4. Outline of your theoretical/conceptual framework and epistemological position
5. Research methodology: design, access and sampling, data collection 'tools', data analysis technique, ethical issues.
6. References/Bibliography A complete list of sources (books, chapters, articles, reports) you cite in your proposal. NB it is a good idea to make reference to methods textbooks. This is not included in the word count.
7. Timetable.

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

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

6. Ethical guidelines

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

Students and their supervisors have to secure ethical approval for their research project before starting their research. For this purpose, students and their supervisors have to complete the research ethics checklist[<https://www.tcd.ie/ssp/research/ethics/>] which has to be signed off by the Dept. ethics officer to assess the need for a certificate of ethical approval by the school. Ideally the ethics checklist must be completed and forwarded to the Dept Ethics

Officer at the same time as the research proposal is submitted, and certainly prior to the beginning of research.

7. The Dissertation: Format

A dissertation should normally be divided into the following sections:

1. Title Page. To include: title, the degree for which the work is being submitted, your full name, your supervisor's name, the name of the course and university, the year.
2. Signed declaration that:
 - it has not been submitted as an exercise for a degree at this or any other institution
 - it is entirely your own work
 - you agree that the library may lend or copy the dissertation upon request.
3. Acknowledgements
4. Contents page
5. Introduction. In which you briefly outline the research focus, the literature used, and the methodology used.
6. Research methodology. In this chapter you describe your research methodology, the methods used in detail, details of your sampling methods, method of interviews or observations carried out, sample of questionnaires if used (in an appendix), description of your analysis.
7. Literature review(s).
8. Findings chapter(s). This is the main part of your dissertation and should include a detailed discussion of your findings and how they confirmed or modified your own initial arguments.
9. Conclusion. In this chapter you report your main conclusions and contextualise them in the general implications and relevance to the wider literature.
10. Footnotes. You do not need footnotes to indicate your references since you will use the 'author-date' method as described in the Sociology Department Stylesheet (see essay guidelines). If you use footnotes at all, they will be to make minor points of clarification.
11. Tables and/or Maps (unless these are included in the text)
12. Appendices. e.g., questionnaires, topic list for semi-structured interviews (if used), etc.
13. References. Systematic and complete references to sources, alphabetically listed at the end of the dissertation. Please follow departmental guidelines for referencing and citing in the body of the text (see essay guidelines).
14. Abstract. You MUST also include with your dissertation a separate one-page abstract. The abstract is a summary of the entire dissertation, maximum length one page, which can be read separately by the examiners to indicate the nature of the dissertation.

8. The Dissertation: Presentation

MPhil dissertations are submitted online through the blackboard portal of the research methods in the first instance.

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

9. The Dissertation: Length

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

10. The Dissertation: Marking

A condition for dissertation grading is successful completion of all essay requirements prior to submitting the dissertation. Our marking assumes good presentation, but please note that poor grammar, bad spelling and sloppy presentation may be penalized by up to 10 per cent of the total grade awarded. Your dissertation will be marked in the first instance by your supervisor, second marked by a second marker assigned by the course coordinator and finally assessed by the external examiner.

MPhil degrees Trinity College are not ranked, but unofficial transcripts will be issued to all students once marks have been confirmed by the external examiner, usually in late November or early December. Upon successful completion you will be awarded a Masters of Philosophy (MPhil) in Ethnic and Racial Studies.

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

11. Some Useful Reading

- O'Leary, Zina. 2017. *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>

4.6 Marking Scale

School of Social Sciences & Philosophy Marking Scale

First Class Honours I 70-100

First class honours 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.

70-78 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.

79-84 OUTSTANDING

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality, and creativity. This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

----- o -----

Second Class, First Division II.1 60-69

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

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

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

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

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

----- o -----

Second Class, Second Division II.2 50-59

A substantially correct answer which shows an understanding of the basic principles.

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

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

----- O -----

Third Class Honours 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.

4.7 Attendance Requirements

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

See Part III of the Calendar for College regulations regarding attendance and 'Off-Books' status: <https://www.tcd.ie/calendar/>

4.8 External Examiner

The External Examiner for the MPhil in Race, Ethnicity and Conflict programme is Professor Nasar Meer, University of Glasgow.

4.9 Progression Regulations

See Part III of the College Calendar for full details of College regulations regarding Progression: <https://www.tcd.ie/calendar/>.

4.9.1 Appeals

See Part III of the College Calendar for full details of College regulations regarding Academic Appeals: <https://www.tcd.ie/calendar/>.

4.10 Transcripts

Transcripts are available on request to the Programme Administrator at sociology@tcd.ie. Please include your student number and course when requesting a transcript. Transcripts are never issued to a third party, such as a parent or prospective employer without the consent of the person named on the transcript.

4.11 Careers Information & Events

The Careers Advisory Service (CAS) provides a wide range of resources and services to help you make and implement informed choices about your future career direction. The Careers Information Centre at 7-9 South Leinster Street contains a range of free, career-related booklets and employer materials for you to take away. Online, the resources section of the website (<https://www.tcd.ie/careers/graduates/>) provides useful information on a range of topics from career choice and planning, to working abroad, taking a year out and everything in between. CAS also provides a MyCareer online service. More information is available [here](#).

4.12 Student Feedback & Evaluation

Evaluation of courses and their constituent modules is an important component of the College's commitment towards improving the quality of teaching and the support of learning. To this end, all modules that are taught by the School of Social Sciences and Philosophy are evaluated on a twice-yearly basis using an online survey. The survey is anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved. Student feedback forms an important part of the evaluation and review process.

All results for each survey are collated and made available to the lecturer who taught the module, the Head of Department, the Head of School, the School's Director of Teaching and Learning (UG/PG), and the School Manager. Teaching Assistants receive their feedback through communication with the course lecturer.

Studies have shown that there is some gender bias in student evaluations of teaching – namely that female lecturers tend to receive more negative evaluations than their male counterparts. We ask you to bear this in mind when making your evaluations.