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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 Regulations in the Calendar will prevail.

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

Introduction and Welcome

Dear Students,

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

This programme aims to produce scholars and practitioners with excellent analytical and critical skills, which will enable 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 in on what interests and motivates you the most.

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

Staff from the Department of Sociology, the School of Social Sciences and Philosophy and School of 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 - that it be a transformative and enjoyable experience, and the beginning of an enduring relationship for you and Trinity College Dublin.

Best wishes,

Dr David Landy
Course Director
Section 1: General Information and Course Regulations
**Course Administration**

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

**Telephone**
01 896 2701

**Email**
sociology@tcd.ie

**Website**
www.tcd.ie/sociology

**Course Administrator**
Fiona Mc Intyre, 01 896 2701, sociology@tcd.ie

**Course Director**
Dr David Landy, dlandy@tcd.ie

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**Course 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 race, ethnicity, conflict, human rights and migration
- analyse conflict and post conflict societies, peace processes, migration, nomadism, racism and anti-racism at Irish, European and global levels
- derive, explain and critically evaluate debates on race, ethnicity, conflict, human rights and population movement
- identify the techniques used by states and international agencies to manage migration and conflict, their social and cultural impact and the responses they elicit
- apply and compare different research methods in these fields
- conduct independent research of a theoretical or substantive nature in specific fields of race, ethnicity and conflict
- write theses and research reports to a professional standard
- communicate that research through oral presentations for an academic audience
- be qualified to work in policy and research in these fields in Ireland and abroad.
### Academic Year Structure

<table>
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<th>Academic Year Week</th>
<th>2019/20 Academic Year Calendar</th>
<th>Term / Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26-Aug-19 Reassessment* (Semesters 1 &amp; 2)</td>
<td>Michaelmas Term begins/Semester 1 begins</td>
</tr>
<tr>
<td>2</td>
<td>02-Sep-19 Orientation (undergraduate); Marking/Results</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>09-Sep-19 Teaching and Learning</td>
<td>Michaelmas term begins</td>
</tr>
<tr>
<td>4</td>
<td>16-Sep-19 Teaching and Learning</td>
<td></td>
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<tr>
<td>5</td>
<td>23-Sep-19 Teaching and Learning</td>
<td></td>
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<tr>
<td>6</td>
<td>30-Sep-19 Teaching and Learning</td>
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<tr>
<td>7</td>
<td>07-Oct-19 Teaching and Learning</td>
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<tr>
<td>8</td>
<td>14-Oct-19 Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>21-Oct-19 Study/Review</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>28-Oct-19 Teaching and Learning</td>
<td>Monday, Public Holiday</td>
</tr>
<tr>
<td>11</td>
<td>04-Nov-19 Teaching and Learning</td>
<td></td>
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<tr>
<td>12</td>
<td>11-Nov-19 Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>18-Nov-19 Teaching and Learning</td>
<td></td>
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<tr>
<td>14</td>
<td>25-Nov-19 Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>02-Dec-19 Revision</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>09-Dec-19 Assessment*</td>
<td>Michaelmas term ends Sunday 15 December 2019/Semester 1 ends</td>
</tr>
<tr>
<td>17</td>
<td>16-Dec-19 Christmas Period - College closed</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>23-Dec-19 24 December 2019 to 1 January 2020 inclusive</td>
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<td>19</td>
<td>30-Dec-19</td>
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<tr>
<td>20</td>
<td>06-Jan-20 Foundation Scholarship Examinations*</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>13-Jan-20 Marking/Results</td>
<td>Hilary Term begins/Semester 2 begins</td>
</tr>
<tr>
<td>22</td>
<td>20-Jan-20 Teaching and Learning</td>
<td>Hilary teaching term begins</td>
</tr>
<tr>
<td>23</td>
<td>27-Jan-20 Teaching and Learning</td>
<td></td>
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<tr>
<td>24</td>
<td>03-Feb-20 Teaching and Learning</td>
<td></td>
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<tr>
<td>25</td>
<td>10-Feb-20 Teaching and Learning</td>
<td></td>
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<tr>
<td>26</td>
<td>17-Feb-20 Teaching and Learning</td>
<td></td>
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<tr>
<td>27</td>
<td>24-Feb-20 Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>02-Mar-20 Study/Review</td>
<td></td>
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<tr>
<td>29</td>
<td>09-Mar-20 Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>16-Mar-20 Teaching and Learning</td>
<td>Tuesday, Public Holiday</td>
</tr>
<tr>
<td>31</td>
<td>23-Mar-20 Teaching and Learning</td>
<td></td>
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<tr>
<td>32</td>
<td>30-Mar-20 Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>06-Apr-20 Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>13-Apr-20 Revision (Monday, Easter Monday)</td>
<td>Hilary Term ends Sunday 19 April 2020</td>
</tr>
<tr>
<td>35</td>
<td>20-Apr-20 Trinity Week</td>
<td>Trinity Term begins</td>
</tr>
<tr>
<td>36</td>
<td>27-Apr-20 Assessment*</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>04-May-20 Marking/Results (Monday, Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>11-May-20 Marking/Results</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>18-May-20 Marking/Results</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>25-May-20 Research</td>
<td>Statutory (Trinity) Term ends Sunday 31 May 2020/Semester 2 ends</td>
</tr>
<tr>
<td>41</td>
<td>01-Jun-20 Research (Monday, Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>08-Jun-20 Research</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>15-Jun-20 Research</td>
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<td>44</td>
<td>22-Jun-20 Research</td>
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<td>45</td>
<td>29-Jun-20 Research</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>06-Jul-20 Research</td>
<td></td>
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<td>47</td>
<td>13-Jul-20 Research</td>
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<td>48</td>
<td>20-Jul-20 Research</td>
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<td>49</td>
<td>27-Jul-20 Research</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>03-Aug-20 Research (Monday, Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>10-Aug-20 Research</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>17-Aug-20 Research</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>24-Aug-20 Research</td>
<td></td>
</tr>
</tbody>
</table>

* Note: extra contingency days may be required outside of the formal assessment/reassessment weeks.

* Note: it may be necessary to hold some exams in the preceding week.

Last checked: 8 Jan 2020
**Course Structure**

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. Students are also expected to attend all the modules offered by the Department of Sociology, even if they do not submit an assignment. All modules are 11 weeks long, with the exception of the Research Methods module which is spread over 22 weeks over two terms.

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
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<tr>
<td>-------</td>
</tr>
<tr>
<td>SO7002</td>
</tr>
<tr>
<td>SO7041</td>
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<tr>
<td>SO7042</td>
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<tr>
<td>SO7020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>SO7045</td>
</tr>
<tr>
<td>SO7046</td>
</tr>
<tr>
<td>SO7049</td>
</tr>
<tr>
<td>SO7102</td>
</tr>
<tr>
<td>SO7103</td>
</tr>
<tr>
<td>ID7002</td>
</tr>
</tbody>
</table>
# Course Timetable 2019/20

## Term 1 – Michaelmas Term
9 September – 29 November 2019 (Reading Week: 21-27 October 2019)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO7041</td>
<td>Theories of Race &amp; Ethnicity</td>
<td>Elaine Moriarty</td>
<td>Tuesday 11.00-13.00</td>
<td>3020 Arts Building</td>
</tr>
<tr>
<td>SO7042</td>
<td>Theories of Conflict</td>
<td>Andrew Finlay</td>
<td>Wednesday 16.00-18.00</td>
<td>TRISS</td>
</tr>
<tr>
<td>SO7045</td>
<td>Conflict Zones: Case Studies</td>
<td>David Landy</td>
<td>Thursday 10.00-12.00</td>
<td>3020 Arts Building</td>
</tr>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>Richard Layte/Andrew Finlay</td>
<td>Thursday 13.00-15.00</td>
<td>PX201</td>
</tr>
</tbody>
</table>

## Term 2 – Hilary Term
20 January – 9 April 2020 (Reading Week: 2-8 March 2020)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>Richard Layte</td>
<td>Weeks 1-5: Thursday 15.00-17.00</td>
<td>PX201 Aras an Phiarsaigh 2.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andrew Finlay</td>
<td>Week 6-11: Thursday 16.00-18.00</td>
<td></td>
</tr>
<tr>
<td>SO7046</td>
<td>Racism and Resistance</td>
<td>David Ralph</td>
<td>Wednesday 12.00-14.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7049</td>
<td>Labour, Migration and Conflict</td>
<td>Camilla Devitt</td>
<td>Thursday 9.00-11.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7102</td>
<td>Statelessness and Forced Migration</td>
<td>Penelope Muteteli</td>
<td>Wednesday 9.00-11.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7103</td>
<td>Gender and Race</td>
<td>Ebun Joseph</td>
<td>Tuesday 12.00-14.00</td>
<td>PX203</td>
</tr>
<tr>
<td>ID7002</td>
<td>Questions of Identity in Europe</td>
<td>Hannes Opelz</td>
<td>Tuesday 4-6 pm</td>
<td>4097 Arts Building</td>
</tr>
</tbody>
</table>
**Programme and college regulations**

**Non-satisfactory attendance and course work**

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

**Assessment and Completion**

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

Candidates whose dissertations do not meet the minimum pass standard may have the opportunity to re-submit in accordance with the General Regulations for Taught Graduate Courses. Following consultation with the Course Co-ordinator, students who fail to pass the dissertation may opt or be advised to exit with a Postgraduate Diploma in Race, Ethnicity and Conflict provided that they have passed modules amounting to at least 50 credits, have an overall average mark of at least 40%, and have a mark of not less than 30% in the failed module(s). To qualify for the award of a Postgraduate Diploma with Distinction, students must, in addition, achieve an overall average mark of at least 68% and have a minimum mark of 70% in individual modules amounting to at least 30 credits.

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

**Feedback and Evaluation**

Evaluation of courses and their constituent modules is an important component of College's commitment towards improving the quality of teaching and the support of learning. To this end, all postgraduate programmes that are taught by the School of Social Sciences and Philosophy are evaluated on a yearly basis using an online survey. The survey is anonymous and the results are used in reviewing and improving aspects of each programme and its delivery.

**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. We are careful to comply with our obligations under data protection laws, you can find further information on how we obtain, use and disclose student data here: https://www.tcd.ie/info_compliance/data-protection/student-data/

ECTS

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. The European norm for fulltime study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

College Regulations

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

For more information on College regulations, policies and procedures:

- Student Complaints Procedure - https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf
Section 1 – General College Information

Student Services and Support

The Programme Administrator 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, these include College Health, the Disability Service and a range of other activities. You can find further information at the links below:

- Careers Advisory Service – tcd.ie/Careers/
- Graduate Studies Office – tcd.ie/graduatestudies/
- Mature Student Office – tcd.ie/maturestudents/
- Student Services Website - tcd.ie/studentservices - and Information Booklet available at this link
- Trinity Disability Service – tcd.ie/disability/

Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal http://www.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.

In relation to accommodation with examinations and other 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 in September (27th September 2019)
- **Semester 2 assessments**: the last Friday in January (24th January 2020)
- **Reassessments**: the last Friday in May (29th May 2020)
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.

**Graduate Students Union**

The Graduate Students Union represents the postgraduate student body at College level. You can find further information about the union, its representation structures, and how to get involved on their website: [https://www.tcdgsu.ie/](https://www.tcdgsu.ie/).

**Co-curricular Activities**

College has 50 sports clubs in a range of disciplines, from Basketball to Archery, you can find information on all of the clubs on the Trinity Sport website, here: [https://www.tcd.ie/Sport/student-sport/clubs/](https://www.tcd.ie/Sport/student-sport/clubs/)

College 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. You can find a list of all of the societies here: [http://trinitysocieties.ie/](http://trinitysocieties.ie/)

**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).

**Data Protection**

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Section 2: Module Outlines and Course Requirements
**Module description**

This module will attempt three things. Firstly to introduce you to a full range of methodologies – qualitative and quantitative – used by sociologists and anthropologists. Second, to make you aware of the challenge presented to social research, qualitative and quantitative, by decolonisation and especially the work of indigenous, African-American, and feminist scholars. Third, and most important, to provide you with a firm grasp of the research process and guide you in the production of a dissertation based on your own research.

**Learning outcomes**

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

- Design and carry out sociological research in the field (broadly considered) of race, ethnicity, conflict
- Write a research proposal
- Write a research-based dissertation
- Discuss and critically evaluate your own and other people’s research projects

**Indicative Topics**

- Social research and the scientific method
- The nature of causation in the social sciences
- Quantitative research designs
- Populations and sampling: units and cases
- Measurement of concepts and operationalisation
- Experimental and observational designs
- Hypothesis testing using statistics in SPSS
- Qualitive approaches: ethnography, interviewing and documentary sources
- The crisis of representation, reflexivity and being accountable for the knowledge you produce
- Choosing a research topic, finding a focus, reviewing the literature
- Research strategy, access, gatekeepers and ethics
• Different types of interview
• The research proposal
• Analysing qualitative data
• Research, writing and reflexivity

Delivery and working method

One two-hour session per week. These sessions will mostly take the form of seminars with lecturing input, discussion and student presentation, but some of the slots will be organised around practical lab-based work. Either way, you are expected to come to the sessions having read and digested the relevant reading.

• Michaelmas Term: first 6 weeks quantitative research, last 5 weeks qualitative research.
• Hilary Term: first 5 weeks quantitative research, last 6 weeks qualitative research

Assessment

• Michaelmas Term: a preliminary outline of your proposed research focus and discussion of its significance to you and to a broader sociological literature (40% 2000 words max).
• Hilary Term: dissertation proposal: 60% 3000 words max).

Reading

Textbook:


Other important texts:

Module Description:

This module explores the central idea that there is nothing ‘natural’ about ‘race’ and begins a critique of the links between categories of race in theory and practices of race in everyday life. By seeing race, not as a naturally given property of individuals and groups but rather as a historically contingent signifier and a language used to categorise self and others, this module aims to critically theorise and contextualise concepts of race, ethnicity and identity before investigating the origins of nationalism and processes of racialisation.

We will examine sociological theories of the racial state and situate race and ethnicity within social, political and economic processes, in particular within modern forms of state governmentality. We will ask if it is possible to move ‘beyond race’ examining notions of hybridity and diaspora. Finally, we will ask if we are now living in a post-racial age, or if this popular idea is better understood as a nonsense.

Learning Outcomes:

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

- distinguish between key concepts of race, ethnicity and identity;
- explain and critically evaluate race and ethnicity as social and political constructions;
- theorise the links between race and state;
- discuss and critically evaluate notions of post racism;
- 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.

Main topics

The main topics covered will include:

- What is ‘Race’?
- Identity and the Politics of Authenticity
• Ethnicity: negotiating boundaries
• The Nation Form: An Imagined Community?
• Racialisation: Constructing the Other, Constructing Whiteness
• Governmentality: Race and State
• Managing diversity: The Politics of Pluralism
• Beyond Race? Hybridity, Diaspora and Cosmopolitanism
• A post-racial world: Racism without Racists

**Recommended Texts**

There is no set text, but the following texts will prove useful (all available in the library):


**Course notes**: Blackboard

**Assessment**

The assessment for this module is a 3,000 word essay. Submission dates to be arranged.
**SO7042: Theories of Conflict**

Duration: Michaelmas Term

ECTS: 10 credits

Lecturer: Dr Andrew Finlay (arfinlay@tcd.ie)

**Module description**

This module is offered as a challenge to three common assumptions.

1. That conflict is a problem that requires resolution.
2. That the role of the social sciences is to help in this task by making conflicts legible; i.e., identifying their causes suggesting policies to resolve them.
3. That the cause of conflict is ‘ethnic’ difference. [Since the end of the Cold War, the main concern has not been conflict between states so much conflict within states, and such Intra-state conflict is usually conceived as ‘ethnic’].

Adopting an idiographic rather than nomothetic approach, the module seeks to develop an in-depth understanding of particular conflicts rather than elaborate generalisations that apply regardless of time and place. The module will revolve around a fieldtrip to Belfast which will take place during reading week; i.e., the week beginning Monday 21st October 2020. Although the module focuses on Ireland, you are invited to bring to the module your own experience or knowledge of another case-study or to develop your expertise through the course.

**Learning Outcomes**

On successful completion of this module you will be able:

- to differentiate between different kinds of conflict and protagonist
- to locate violent conflict in the context of inequality, power relations and the preservation thereof
- to appreciate the limits [as well as the potential] of reason and knowledge, including social scientific knowledge, in the face of power, inequality and violent conflict
- to resist easy binaries/dualisms

**Working Methods**

The module is delivered in two-hours seminar slots consisting of a lecturing input, student participation and informal presentations. All students are expected to read key readings (***) before each session to facilitate informed discussion.
Provisional Syllabus

- conflict and different sorts of violence: subjective, structural, symbolic
- what does it mean to call a conflict ‘ethnic’
- ‘identity’, subject formation, discipline and postcolonial theory
- settler colonialism, extinction, assimilation and the invention of race
- the Irish conflict: a product of settler colonialism
- field-trip to Belfast
- gender, violence and the ‘peace process’ in Ireland
- violence, conflict and writing

Indicative Resources


Assessment

The module is assessed through coursework
SO7045: Conflict Zones: Case Studies

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

Module description

The Israel/Palestine conflict offers a paradigmatic example of a conflict based on race and ethnicity, and a modern state which aims to ensure the ongoing dominance of a particular ethnic group. This module examines both the conflict 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 situation which has general application. Key debates that this class engages in is the applicability of human rights to conflict situations, how both sides maintain themselves within situations of conflict and oppression, the representation of conflict, 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 instances of conflict 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 in understanding the situation:

Gelvin, James. 2014. The Israel-Palestine Conflict: One Hundred Years of War.
Module Description:

We live in a world in which racism is opposed and denied as often as it is practiced. Viewing racism and anti-racism as collective political acts rather than expressions of individual understanding or ignorance, this module examines how politicised racism and anti-racism is articulated and practiced. The module examines key sites of contemporary racist and ant-racist political activism, drawing on examples such as the Black Lives Matter movement and pro- and anti-refugee solidarity activism in Europe.

Drawing on theories of social movements as well as interrogating the rhetoric of racism and anti-racism, the module firstly examines the rationale and practices of far-right and racist movements. Anti-racist groups have faced both the articulated racism of these groups as well as a more hidden but deeply embedded racism within society, and the module examines the issues such groups face – and how they have responded to these challenges. A key question is whether anti-racist groups have further embedded the language of race and racism in political life. The problems and possibilities of anti-racist activism are examined both with respect to theoretical discussions surrounding anti-racism and post-race, but also through critically analysing the vehicles through which anti-racism is practiced – NGOs and social movements.

Learning outcomes

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

- Apply social movement theories to racism and anti-racism activism
- Explain key contemporary conflicts surrounding racism and anti-racism
- Develop an understanding of contemporary far-right and racist movements
- Evaluate contemporary debates surrounding anti-racism and post-race.

Topics

1. Far right and racist movements and ideologies
2. Theorising social movements and NGOs
3. The history and practice of anti-racism
4. Theoretical critique of anti-racism.
5. Case studies: Black Lives Matter, Migrant solidarity movements, European Islamophobic movements, The alt-right and US racist movements
Working methods and assessment

The module is delivered through 11 seminars. Each seminar will consist of lecture and discussions. Readings must be completed before each class. Assessment will be in the form of module diary (30%) and essay (70%).

Readings

There is no set text, but the following texts will prove useful (all available in the library):


Nagle, Angela. 2017. Kill All Normies : Online culture wars from 4chan and Tumblr to Trump and the alt-right


Tufekci, Zeynep. 2017 Twitter and Tear Gas: The Power and Fragility of Networked Protest.
**SO7049: Labour, Migration and Conflict**

**Duration:** Hilary Term  
**ECTS:** 10 credits  
**Lecturer:** Dr Camilla Devitt (cdevitt@tcd.ie)

**Aims**

This module focuses on two key interrelated areas within migration studies and political sociology; labour and conflict. It introduces students to the literature on labour migration, theories and empirical research on the politics of immigration and scholarship on violent and non-violent conflicts revolving around or involving ethnic minorities or newly arrived immigrants. The main area of interest is migration into and within Western Europe, but comparative references to other parts of the world are made.

**Learning outcomes**

Upon completion of this module students will be able to critically discuss:

- the main theories of international labour migration  
- the evolving role of the state in governing labour immigration  
- conflict regarding labour immigration policies in Western Europe  
- the growth of extreme right political parties in Europe  
- work related discrimination and conflict involving migrant workers  
- conflicts concerning Muslim practices in Europe  
- violent conflict involving ethnic minorities and immigrants

**Working methods**

The module is delivered in 11 seminar slots consisting of a lecturing input, followed by a student presentation of a reading (identified by ∞ in the below reading list) and group discussions based around a few spontaneous and pre-defined questions. Students are expected to read the weekly reading identified by a *. Each week, two students will be in charge of leading group discussions.

**Assessment**

Presentation and discussion: 20% of overall grade

Each student will present a reading each week using powerpoint. The student will demonstrate her/his understanding of the reading identifying: the key question; the methodology; and evaluating the strength of evidence supporting the author’s argument.
The module is mainly assessed by an essay (80% of overall grade) on a topic of your choice related to one or more of the module classes (3000 word Max.). Please submit your essay on Turnitin by **9 a.m. on the 16th of April**. Your essays may be critical discussions or have a comparative or explanatory aim. The scope of your essay can be large or small; for example, you may choose to write an essay: comparing/contrasting immigration policy in two states; explaining why there is no extreme right political party in Ireland; accounting for a recent riot involving ethnic minorities or immigrants; or critically discussing how a particular trade union movement confronts migrant workers. Your essay will be primarily based on secondary literature; however, you may also refer to some media articles.

**Key readings**


SO7102: Statelessness & Forced Migration

Duration: Hilary Term

ECTS: 10 credits

Lecturer: Dr Penelope Muteteli (mutetell@tcd.ie)

Module Description

The module explores how much our understanding of statelessness and forced migration are rooted in the historical patterns and development of decolonization and conflict and the history of citizenship.

The module aims to understand the state of knowledge on statelessness and forced migration, and is concentrated on the issues of forced migration. The module will provide detailed knowledge of key issues in contemporary forced migration studies, and place them in the global contexts of forced migration and statelessness politics.

In this module, will ensure student get an in-depth understanding of different perspectives of forced migration, statelessness, and refugees. Students will critically reflect on terminologies and explore what role personal identity and self-perception might play in becoming stateless and other forms such as cultural belonging and its contribution or not to statelessness.

Learning Outcomes

- Evaluate critical perspectives on the politics of statelessness within the contemporary debates about race and ethnicity.

- Critically evaluate the relative insightfulness of competing theoretical interpretations of forced displacement, statelessness and the impact upon the states and people involved.

- Appreciate different ways in which statelessness and forced migration may be linked.

- Reflect different traditions of classification of statelessness and forced migration and demonstrate how different and contradictory policies are proposed and implemented.

Delivery and syllabus

The module is delivered in 11 weeks of 2 hours’ seminar slots and will consist of a lecturing input, and students’ participation and discussions. Students must complete the reading before each class. All students are expected to read key readings.
Main Topics

1) Interrogating categories and defining Statelessness and Forced Migration

2) The ‘Politics’ of Statelessness
   - What is statelessness?
   - What is forced migration?
   - What role personal identity and self-perception play in the dynamics of belonging and risk of statelessness?
   - What the role human rights can play as nexus between identity, belonging and inclusion?
   - What are other ways of thinking about the notions of statelessness and forced migration and relationship and role in conflict (beyond used or understood legal concepts?
   - What are the relevant international legal standards for the avoidance of statelessness in the context of forced displacement?

Assessment

The module will be assessed in two parts.

Group presentation (30%) will consist of theoretical topics and critical discussions using statelessness and/or forced migration. Students will give an oral presentation analyzing statelessness and forced migration issues, position and people involved as a focus through which to develop knowledge and accounts in the greater details existing and emerging situations of statelessness and forced migration around the world.

Essay of 2,500 words (70%) will consist of analytical review of statelessness and forced migration theories and demonstrate a critical engagement with the relevant literature and related theoretical readings on this module and the wider course.

Recommended Texts

Interrogating categories and defining Statelessness and Forced Migration


Castles, S. Age of Migration. Chapter 10. The State and International Migration: The Quest for Control.


Reed et. Al. 2016. Forced Migration. International handbook of Migration and


The ‘Politics’ of Statelessness


Hannah Arendt (1948) The Origins of Totalitarianism. Harcourt, Brace, Jovanovich. CHAPTER: Statelessness and the right to have rights (Arendt)


Michel Foucault (2005) *Society Must Be Defended*. Penguin CHAPTER Biopolitics and the state of exception (Foucault and Schmitt)


Malischewiski. 2014. Where the Exception is the Norm: The Production of Statelessness in India. *McGill for Human Rights and Legal Pluralism.*

**Course notes**: Blackboard
Module Description

What happens when race and gender intersects in the everyday lives of people as it often does? In feminist theory, the relationship between systems of oppression which constructs our multiple identities and our locations in hierarchies of power and oppression has in modern times been mainly theorised through the notion of intersectionality. The aim of this module is to enhance critical thinking about the intersection of race and gender and how it is reflected in everyday lives and conflicts in society. The module will centre race while drawing on feminist theory and theorist to understand gender inequality, gender politics, power relations and sexuality. We will also examine gender identity, conflicts and feminist movements that have [re]shaped local communities, nation states and the world.

The notion of intersectionality challenges the traditional tendency to treat race and gender as mutually exclusive categories of experience and analysis. It suggests that we cannot talk about the lives of people when we examine only one dimension of their lives and it at the same time debunks the idea that there is a monolithic identity detached from other forms of identities. Critical scholars insist when we talk of racial domination, we must examine how it interacts with other forms of domination including gender, sexuality, class, religion and all forms of disadvantaging identities. This module will introduce students to ways intersecting identities have been conceptualised by various scholars. It will help students in understanding, engaging with and addressing various interlocking oppressions and gender identities.

Learning outcomes

• Develop foundational knowledge on the concepts of race and gender and how they intersect.
• Enhance critical thinking about the intersection of race and gender in everyday lives and conflicts in society and how to incorporate intersectionality in research
• Understand the foundational and contemporary debates in Gender Studies concerning sex and gender, femininity and masculinity, gender identities and be able engage in discussion of these.
• Become familiar with theorist on race and gender and engage in informed discussion of it.
• Develop and be able to articulate a well-informed argument about race and gender in written and spoken format.
Lectures
Students will be introduced to a variety of theoretical approaches and debates in the area of race and gender. The main topics covered will include:

- Understanding intersectionality
- Gender, power and violence
- De/constructing Gender
- Universalism and intersectionality
- Re/producing gender
- Movements that changed the lives of gendered people
- Feminist theories

Assessment

1) Group project on any feminist movement or gender identity (30% for presentation & 10% for 300 Word opinion piece / Reflection) 30%
2) End of module project (2500 words Essay) 70%

Indicative Readings:

Students are required to do at least one reading for the lecture. You are also expected to read around the topic – both from the list of recommended readings and on media stories on issues of race and gender. The following resources will be extensively used.


Chimamanda Ngozi Adichie(2015) We Should All Be Feminists

Chimamanda Ngozi Adichie(2018) Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions


Emma Dabiri, 2019, Don’t touch my hair


Reni Eddo-Lodge 2018 Why I’m No Longer Talking To White People About Race

ID7002 Questions of Identity in Europe – Part 2

Duration: Hilary Term

ECTS: 10 credits

Coordinator: Dr Hannes Opelz (opelzh@tcd.ie)

Lecturers: Prof Stephen Wilmer, Dr Justin Doherty, Dr Rachel Hoare, Dr Clodagh Brook, Dr Radek Przedpelski, Dr Hannes Opelz

Note. This module is offered by the school of Languages, Literatures and Cultural Studies and is capped at 5 participants from the MPhil in Race Ethnicity and Conflict

Module Description:

Together with its sister module (Part 1), this module explores the question of identity by providing students with a strong historical and theoretical grounding in key issues of identity in Europe. The module is taught by a team of colleagues, each exploring a different identity-based topic. The standard format for each topic will include one 2-hr introductory lecture/seminar on the theoretical implications of the topic, followed by one 2-hr seminar looking at case studies (this format may vary depending on the topic). Topics in this module (listed below) explore issues of identity as they unfold in drama, post-modernism and visual culture, language use, post-secular theories and religion, post-humanism and intermediality, technology and philosophy.

Syllabus:

1. Performing the nation (Prof Stephen Wilmer)
   These seminars consider the role of theatre in helping to shape national identities in Europe. They examine the ways in which cultural nationalists have used theatres and dramas to advocate and reinforce notions of national identity. In particular, we review the creation of national theatres in specific regions where a nation-state was yet to be created, such as Ireland, Norway, Bohemia, Finland, Hungary, and Germany, and considers the work of playwrights whose work complemented or challenged this process. The seminars also look at some of the features of nationalism evident in, for example, the history of the Bayreuth Theatre, raising questions about more extreme forms of nationalism, contrasted with the German theatre community’s welcome to refugees in 2015.

2. Are you postmodern? (Dr Justin Doherty)
   These seminars examine cultural expression in a range of media (literary and popular fiction, cinema, visual arts and visual culture) through the theoretical lens of postmodernity. First, we
explore concepts of postmodernism, looking at the work of key theoreticians, with particular focus on the emergence of the idea of the postmodern from the modernist movement in mid-late 20th century, as well as the points of intersection between postmodernism and postcolonial theory. Second, we focus on visual arts and visual culture, exploring various trends and media, including photography, street art, installation art and performance art. Discussion focuses on both ‘classic’ postmodern art of the 1970s and 1980s, as well as more recent problematics around technology and the posthuman. Finally, we look at cinema and film media, with a focus on features of recent cinema such as genre-blending, narrative disruption, polystylistic and meta-reference.

3. My language is my home (Dr Rachel Hoare)
These seminars explore the connections between variation in language use and the construction, negotiation, maintenance and performance of identities at the level of the individual and the group at the intersection of the region and the nation. Examining a range of issues around the language/identity nexus, this core topic focuses on complex identity contexts and transnational identities in order to gain clearer insight into the identity-making and marking functions of language. The seminars draw upon a range of perspectives from social-psychology, sociolinguistics, linguistic anthropology and social psychology.

4. I still believe (Dr Clodagh Brook)
Religion has been instrumental in the creation of contemporary socio-political Europe. It has been held responsible for some of the darkest moments in recent history, from the Holocaust to Jihad. But it has also been described as the creator of a forceful heritage of architectural and artistic works, from monasteries and cathedrals to the Vatican treasures, from paintings, sculptures and frescos to the rich imagery and narratives on which writers and poets have drawn for centuries, and upon which filmmakers to the present day still draw. In these seminars, we concentrate on how post-secular theories of religion try to understand the continuing place of religion in Europe after secularisation. After an introductory class, we look at case studies of Italy, through discussion of sociological texts and of representation of religious identity on screen.

5. Are we still human? (Dr Radek Przedpelski)
The seminars explore the question of identity in its relation to technology, intermediality, and post-humanism. The key question posed here is how in the era of the Anthropocene the human identity, traditionally understood as the domain of the same and the similar, opens itself up to processes of mediation, individuation and change across both human and non-human registers of a larger natural-cultural continuum, thus reconfiguring the very notion of technology and media. At the same time, the seminars aim to draw attention to hidden modes of Anthropocentric and speciesist thought which still continue to pervade both academic and public discourse. The seminars extend an invitation to think otherwise in Arts and Humanities. They do so by combining innovative insights from new materialism and its precursors, process philosophy as well as object-oriented ontologies with a number of thought-provoking case studies drawn from contemporary art.
6. Conclusion: Where are we going? (Dr Hannes Opelz)
This concluding seminar explores the question of identity in its relation to technology. The seminar is organised around two contrasting but equally influential accounts of the role of technology in Western societies: Jacques Ellul’s *The Technological Society* (1954) and the first volume of Bernard Stiegler’s *Technics and Time* (1994). In particular, the relationship between identity and technology is examined at the intersection of philosophy, anthropology, and sociology.

Assessment
The module is assessed through a 4,000-5,000-word essay.

Indicative bibliography

Topic 1


Topic 2


Topic 3


Topic 4


Habermas, Jürgen, “Notes on a Post-Secular Society”, *Sign and Sight*, 2008 [online, open access].

**Topic 5**


**Topic 6**


**Further activities**

In addition to the scheduled classes there will also be departmental seminars on Wednesdays 3-4 pm (for last year’s seminars: [https://www.tcd.ie/sociology/events/seminar-series/](https://www.tcd.ie/sociology/events/seminar-series/)) throughout the year, and students are expected to attend these events.

Alongside this, we will be organising occasional talks and seminars relevant to the MPhil throughout the year.

In Hilary term we will organise a dissertation seminar series for the class where students will discuss and give feedback on each other’s dissertation plans and proposals. Among other activities for the programme, former students will talk to the class and we hold information sessions about careers and applying for PhDs.
SO7020: Dissertation

ECTS: 30 credits

Aims and learning outcomes

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

Delivery

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

Assessment

The dissertations are graded by two members of staff (one of whom is the supervisor) independently of each other. The final decision rests with the external examiner. Students whose dissertations do not meet the minimum pass standard may have the opportunity to re-submit in accordance with College procedures as outlined in the Calendar for Graduate Studies and Higher Degrees. The maximum grade for a re-submission is a pass grade (ie 40%). Following consultation with the Course Co-ordinator, students who fail to pass the dissertation may opt or be advised to exit with a Postgraduate Diploma in Race, Ethnicity and Conflict provided that they have reached the required standards as set out in the Calendar for Graduate Studies and Higher Degrees.
DISSERTATION GUIDELINES

1. **Topic, research methods and coverage**

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

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

2. **Submission dates**

**Titles** should be submitted by the end of reading week of Hilary Term.

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

**Dissertations** should be submitted by end of August.

3. **Supervision**

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

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

4. **Literature Searches**

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

5. **Dissertation Proposals**

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

• Introduction, conceptualising a problem area and showing how it relates to previous debates in the relevant literature;
• A section where you spell out in more detail your own hypothesis, or the questions you intend to answer with your work;
• A methodology section, where you specify what methods you are going to use to get data, and why they are appropriate to the particular hypothesis or questions you have set yourself; this should include an indication, where appropriate, of how you are going to negotiate access to data sources;
• A bibliography of works consulted and other relevant material to be sought.

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

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

Dissertation reports must be typed on good quality A4 white paper. They must be word-processed (facilities are available at various locations in College). The print must be black with a minimum of 11 point font. Use one and a half or double spacing; the gutter margin must not be less than 35 mm and that on the other three sides not less than 20 mm. Please print on both side of the paper.

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

MPhil dissertations are submitted in the first instance in **two A4 soft bound copies** to the Department of Sociology office. After the examination process, **one A4 copy** of the thesis, in which corrections [if any] have been completed, must be submitted, bound in dark blue hard cover (‘Trinity blue’). The final size when bound must not exceed 320x240 mm. The hard-bound copy will be lodged in the Department of Sociology and be available to borrowers (unless specifically embargoed).

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**

Companion website at http://www.uk.sagepub.com/resources/oleary/

ESSAY GUIDELINES

Each lecturer sets her/his own assessment. Essay submission dates will be given at the beginning of the academic year. All essays to be submitted via turnitin unless otherwise stated. Late submissions are graded with a 10% reduction unless an explicit extension is sought and given by the course coordinator.

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

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

Citation within the text:

Please use the author, year: page method:

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

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

Citing one author, more than one publication: (Walby, 1986; 1990).

Citing two publications for one author, in the same year: (Yuval-Davis, 1997a; 1997b)

Citing more than one author, one publication for each: (Rogers, 1980; Moore, 1988).

Citing co-authorship/editorship: (for two authors/editors: Donald and Rattansi, 1992; for more than two authors/editors: Modood et al, 1997).

Citations in the reference list:

List all works cited, alphabetically, at the end of your essay, under the heading ‘References.’ List authors’ last names first (and quoting their initial or full first names).

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


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


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


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


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


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

**Using statistics**: All statistics used in an essay must also be referenced.
**Plagiarism and Referencing Guide**

The College plagiarism policy can be downloaded [here](#) and the College Calendar [here](#).

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement. Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University. Plagiarism can arise from actions such as:

a) copying another student’s work;

b) enlisting another person or persons to complete an assignment on the student’s behalf;

c) procuring, whether with payment or otherwise, the work or ideas of another;

d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source. All the above serve only as examples and are not exhaustive.
Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism. 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.

Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. 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 plagiarism is available at http://tcd-ie.libguides.com/plagiarism.

If plagiarism as referred above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student’s Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students’ Union representative or PG advisor to accompany them to the meeting. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).
If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean.

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

- **Level 1**: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

- **Level 2**: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

- **Level 3**: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred
to under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

**Plagiarism Declaration**

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

“I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at [http://www.tcd.ie/calendar](http://www.tcd.ie/calendar).

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

The Department of Sociology will provide students with a template for essay submissions.
SCHOOL MARKING SCALE

First class honors I 70-100
First class honors in the School of Social Sciences and Philosophy is divided into grade bands which represent excellent, outstanding and extraordinary performances. A first class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-76 EXCELLENT First class answers (excellent) demonstrate a number of the following criteria:
- comprehensiveness and accuracy;
- clarity of argument and quality of expression;
- excellent structure and organization;
- integration of a range of relevant materials;
- evidence of wide reading;
- critical evaluation;
- lacks errors of any significant kind;
- shows some original connections of concepts and theories;
- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

77-84 OUTSTANDING In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity.
This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems. What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.
**Second Class, First Division II.1 60-69**

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

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

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

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

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

**Second Class, Second Division II.2 50-59**

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

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

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

**Third Class Honors III 40-49**

A basic understanding of the main issues if not necessarily coherently or correctly presented.
Third class answers demonstrate some knowledge of understanding of the general area but a third class answer tends to be weak in the following ways:

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

Fail F1 30-39

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:

- misunderstanding of basic material;
- failure to answer the question set;
- totally inadequate information; and
- incoherent presentation.

Bad Fail F2 0-29

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

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%).