Department of Sociology
School of Social Sciences and Philosophy

M.Phil. in Race, Ethnicity, Conflict Handbook
2018–2019
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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 Ecumenics 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,

[Signature]

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

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 2018/19

## Term 1 - Michaelmas Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 September 2018</td>
<td>Course Orientation Meeting</td>
</tr>
<tr>
<td>10 September 2018</td>
<td>Teaching Begins</td>
</tr>
<tr>
<td>22 October 2018</td>
<td>Reading Week Begins</td>
</tr>
<tr>
<td>30 November 2018</td>
<td>Teaching Ends</td>
</tr>
</tbody>
</table>

## Term 2 – Hilary Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 January 2019</td>
<td>Teaching Begins</td>
</tr>
<tr>
<td>4 March 2019</td>
<td>Reading Week Begins</td>
</tr>
<tr>
<td>12 April 2019</td>
<td>Teaching Ends</td>
</tr>
</tbody>
</table>

## Dissertation

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 April – 30 August 2019</td>
<td>Dissertation</td>
</tr>
<tr>
<td>30 August 2019</td>
<td>Dissertation Submission</td>
</tr>
</tbody>
</table>
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.

Compulsory Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>10</td>
<td>Andrew Finlay/ Jan Skopek</td>
</tr>
<tr>
<td>SO7041</td>
<td>Theories of Race &amp; Ethnicity</td>
<td>10</td>
<td>Elaine Moriarty</td>
</tr>
<tr>
<td>SO7042</td>
<td>Theories of Conflict</td>
<td>10</td>
<td>Andrew Finlay</td>
</tr>
<tr>
<td>SO7020</td>
<td>Dissertation</td>
<td>30</td>
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</table>

Optional Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO7045</td>
<td>Conflict Zones: Case Studies</td>
<td>10</td>
<td>David Landy</td>
</tr>
<tr>
<td>SO7046</td>
<td>Racism and Resistance</td>
<td>10</td>
<td>David Landy</td>
</tr>
<tr>
<td>SO7047</td>
<td>Development, Colonialism and Intervention</td>
<td>10</td>
<td>Stephen McCloskey</td>
</tr>
<tr>
<td>SO7048</td>
<td>The Migration Challenge</td>
<td>10</td>
<td>Daniel Faas</td>
</tr>
<tr>
<td>SO7049</td>
<td>Labour, Migration and Conflict</td>
<td>10</td>
<td>Daniel Faas</td>
</tr>
<tr>
<td>EM7436A</td>
<td>Gender, War and Peace</td>
<td>10</td>
<td>Gillian Wylie</td>
</tr>
</tbody>
</table>
## Course Timetable 2018/19

### Term 1 – Michaelmas Term
10 September – 30 November 2018 (Reading Week 22-28 October 2018)

<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>SO7048</td>
<td>The Migration Challenge</td>
<td>Daniel Faas</td>
<td>Wednesday 12.00 – 14.00</td>
<td>TRISS</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>Andrew Finlay/ Jan Skopek</td>
<td>Thursday 13.00 - 15.00</td>
<td>PX201</td>
</tr>
</tbody>
</table>

### Term 2 – Hilary Term
21 January – 12 April 2019 (Reading Week 4 March - 10 March 2019)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM7436A</td>
<td>Gender, War and Peace</td>
<td>Gillian Wylie</td>
<td>Tuesday 14.00 – 16.00</td>
<td>G16, ISE Building</td>
</tr>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>Andrew Finlay/ Jan Skopek</td>
<td>Wednesday 9.00 - 11.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7046</td>
<td>Racism and Resistance</td>
<td>David Landy</td>
<td>Wednesday 12.00-14.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7049</td>
<td>Labour, Migration and Conflict</td>
<td>Daniel Faas</td>
<td>Thursday 10.00-12.00</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7047</td>
<td>Development, Colonialism and Intervention</td>
<td>Stephen McCloskey</td>
<td>Thursday 13.00-15.00</td>
<td>PX202</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
General Information

Student Email

All email correspondence relating to the course will be sent to students TCD email addresses only.

Checking your personal student record

my.tcd.ie allows students to view their own central student record and the modules for which they are registered. To access the system you will need your College username and network password. To access go to the College local home page (www.tcd.ie/Local) and click on my.tcd.ie. If your personal student information is incorrect you should contact the Academic Registry (academic.registry@tcd.ie) stating your full name and student ID number.

External Examiner:

The external examiner for the programme is Dr Rebecca King O'Riain of Maynooth University

Student Supports

Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience. 
https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/

Graduate Students Union

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

Disability Services

The Disability Service aims to develop clear and effective support systems at all stages in the student journey from college entrance to graduation to employment. Further information on the College Disability Service can be found on their website https://www.tcd.ie/disability/

Careers Advisory Service
The College Careers Advisory Service is available to offer advice to students and graduates on career prospects. Further information can be found on their website [http://www.tcd.ie/Careers/](http://www.tcd.ie/Careers/)

**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).
Section 2: Module Outlines and Course Requirements
**SO7002: Research Methods**

**Duration:** Michaelmas Term and Hilary Term

**ECTS:** 10 credits

**Lecturers:** Dr. Jan Skopek/Dr Andrew Finlay (skopekj@tcd.ie/arfinlay@tcd.ie)

**Module description**

This module provides an overview to research methods in the social sciences. Students will learn how to conduct an independent piece of research (dissertation) within the field of social change and race, ethnicity and conflict. Adopting an applied approach, the module will teach how to formulate research questions and how to tackle them competently by drawing on principles of social research methodology and practically employing methods of investigation like sampling, data collection and analysis. Highlighting the centrality of research design, the module will essentially cover both qualitative and quantitative research strategies and related methods. Furthermore, the module will discuss crucial aspects of research ethics and practical aspects in planning, organising, and crafting a professional research report.

Qualitative and quantitative research – while sharing important communalities in terms of research design – can differ in the ways how theory and data are related, how data is being collected, how data is analysed, and how empirical evidence is constructed. While qualitative methods usually deal with exploring and summarizing rich textual data retrieved for instance from in-depth and semi-structured interviews, quantitative research is usually characterized by measuring concepts and testing theories through statistical analysis of numerical data obtained for instance from standardised interviewing in surveys. Doing effective and good research but also consuming and understanding research of others requires profound knowledge in both approaches. Moreover, both approaches feature comparative research designs which are particularly relevant for research studying social change, the generalisability of findings by examining cross-national variation, and the relevance of institutional settings. The module will also refer to mixed-method strategies to discuss how qualitative and quantitative research strategies can form a powerful alliance in social research.

In Hilary Term students will also work continuously on a dissertation proposal which elaborates a full research plan including research questions, literature review, theory, research design, data collection and analysis plan, and a timetable.

**Main topics and delivery**

The module spans both Michaelmas and Hilary Term each of them comprising 11 weeks. Within each term half of the module will be devoted to both qualitative and quantitative research in the following sequence:

- Michaelmas Term: first 6 weeks quantitative research, last 5 weeks qualitative research.
• Hilary Term: first 6 weeks qualitative research, last 5 weeks quantitative research.
In Michaelmas Term, students will get an introduction to principal methodologies of each approach. Based on that, Hilary Term will provide a more advanced, lab-based and hands-on treatment of methods of data collection and data analysis (like conducting interviews or analysing statistical data) to equip students with necessary skills to pursue their own dissertation research.

In Hilary Term students will also work continuously on a dissertation proposal which elaborates a full research plan including research questions, literature review, theory, research design, data collection and analysis plan, and a timetable.

Learning outcomes
On successful completion of the module students should be able to:

• Explain the key theoretical and conceptual issues in methodology in the social sciences;
• Deploy the main qualitative and quantitative methodological techniques used in sociology;
• Link methodological techniques to a research design;
• Discuss and critically evaluate their own and other people’s research projects;
• Write a proposal for their own research projects.

Assessment
Coursework: 40% (two 750 words assignments, Michaelmas Term)
Dissertation proposal: 60% (2,000 words, Hilary Term)
- Submission of 300-word abstract in Week 5 of Hilary Term
Submission of final proposal last week of Hilary Term

Indicative reading list
**SO7041: Theories of Race & Ethnicity**

Duration: Michaelmas Term

ECTS: 10 credits

Lecturer: Dr Elaine Moriarty (emoriar@tcd.ie)

**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 and ethnicity. This module explores the social construction 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. Students will gain an overview of various approaches to ‘race’ including exploring how differences ‘beyond race’ such as hybridity and diaspora are negotiated. The purpose of the module is to provide a theoretical underpinning into understanding concepts of race and ethnicity.

**Learning Outcomes:**
Upon completion, students are expected to be able to critically:

- evaluate theoretical concepts in the field of race and ethnicity.
- explain and critically evaluate race and ethnicity as social and political constructions
- recognise the cultural and discursive manifestations of racial categories
- theorise the links between race and state
- evaluate policies of multiculturalism, interculturalism and integration
- discuss recent socio-political developments in relation to immigration, asylum, racism and citizenship in Ireland and globally
- conceptually link racialization, hybridity and diaspora

**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 module will examine how theoretical understandings of race and ethnicity can help us understand the practical manifestations of these issues in Ireland and globally. Students will be introduced to a variety of texts, approaches and debates in the area of race and ethnicity, and
are encouraged to discuss these concepts with reference to actual popular representations of ‘race’ and their own experiences. 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
- Technologies of Race: Census, Citizenship and Law
- Managing diversity: The Politics of Pluralism
- Multiculturalism: A contested concept
- Beyond Race? Hybridity, Diaspora and Cosmopolitanism

**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 in two parts. Prior to writing the final essay (3,000 words) on a theoretical topic of your choice (in consultation with the lecturer), you will be asked to submit a 300 words abstract. Submission dates to be arranged.
SO7042: Theories of Conflict
Duration: Michaelmas Term
ECTS: 10 credits
Lecturer: Andrew Finlay (arfinlay@tcd.ie)

Module description

There is a renewed interest in sociology and anthropology among liberal interventionists and peacemakers. Sociology and anthropology are seen by the peacemakers as providing added value to a prevailing emphasis on ‘good governance’ and state-building as the way to resolve conflict. This module argues that the role for sociology/anthropology imagined by the purveyors of good governance is a reprise of our traditional role as the begetters of knowledge whereby the West manages the non-West. Rather than service ‘good governance’, this module seeks to develop a reflexive critique of it.

We will develop the conceptual and methodological tools to understand and dismantle the ‘good governance’ approach to liberal intervention. In part two (second semester) we will use these tools to explore in some detail particular techniques of ‘good governance’/peacebuilding/liberal intervention; eg equality legislation and ethnic statistics, human rights, truth and reconciliation, consociation and power-sharing, community relations work, the Human Terrain System. We also consider the implications for practice of our critique.

The ultimate aim of the reflexive critique is to glimpse a possibility that the liberal interventionist, because of his position as the self-appointed universal arbiter of peace, cannot; i.e. that Western techniques of ‘good governance’ may create and reproduce the communal violence to which they claim to be the solution.

This module has a serious theoretical orientation, but the empirical touchstone is the peace process in Ireland. Reference will be made to other peace agreements and students are encouraged to develop case studies that particularly interest them, making links with other modules and wider reading.

Learning Outcomes

On successful completion of this module you will have a critical understanding of:

- communal conflict
- western liberal approaches to the management or government of difference and communal conflict and the knowledge claims about conflict, culture, identity, race and ethnicity that underpin them.
- critiques of liberal intervention – Bruno Latour, Mahood Mamdami, Derek Gregory
- why peacemaking rather than violence has become an object of study
- theories of biopower, governmentality and their relationship to the rise of the modern
state and colonialism
• the role of social science in making populations and population categories legible
• the relationship between violence, power, truth and knowledge; including social scientific knowledge

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 discussion.

Provisional Syllabus
• Communal conflict
• The liberal peace, liberal intervention and Northern Ireland
• good governance and state building
• power and modern state as a manifestation of biopower and governmentality
• the modern state as a racial or communal formation
• on the relationship between race and ethnicity
• colonialism
• Statistics, population censuses and the enumeration of race and ethnicity
• consociation as a response to and re-enactment of, the racial state
• Truth and reconciliation
• community relations
• the ‘cultural turn’ in war and counter-insurgency (‘Human Terrain Teams’ in Iraq and Afghanistan)
• counter-conduct, counter-power, anti-power, disidentification
• Against reification: writing race, ethnicity and conflict

Indicative Resources

Texts:
Finlay, A (2015 forthcoming) Not a machine for telling ethnicity: anthropology, communalism and the critique of liberal intervention, Peacebuilding

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Course notes: Blackboard

Assessment

The module is assessed through a 2,500 word essay
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:


**SO7046: Racism and Resistance**

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

**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


Taylor, Keeanga-Yamahtta. 2016. From #Blacklivesmatter to Black Liberation. Haymarket


Tufekci, Zeynep. 2017 Twitter and Tear Gas: The Power and Fragility of Networked Protest.
Module description

This module will critically theorise and contextualise historical and contemporary global North interventions in the global South by state and non-state actors, assessing their impact and their implications for the development of poorer nations. It will link European expansionism five centuries ago to the contemporary economic alignments of ‘First World’ and ‘Third World’. It will consider how these unequal and unjust relations have been perpetuated since World War Two through sustained political and economic control of the global South by overt and covert means.

Post-war Interventionism has included direct and proxy military engagements and, from the 1970s onwards, the combination of debt and neoliberalism has maintained a state of dependence and under-development in most poorer nations. NGOs have stepped into this development deficit and regularly find themselves on the front lines of these economic relationships, operating in a delicate space between ‘First World’ donors and ‘Third World’ clients. The impact of NGOs and aid on the global South is discussed along with the implications of the 2008 financial crisis and decline of neoliberalism for the development sector.

Learning outcomes

Upon completion, students are expected to be able to:

- Evaluate modernisation, dependency and world systems theories of development.
- Explain and critically evaluate the social and political underpinnings of the global North and South.
- Recognise colonial and post-colonial interventions in the global South and assess their consequences.
- Critically evaluate the role of NGOs in the global South.
- Consider the relationship between development NGOs and the state.
- Discuss the impact of the 2008 financial crisis and decline of neoliberalism on international development.
- Assess the prospects for poverty eradication through the Global Goals.
- Consider the decline of US hegemony and rise of the global South.
- Evaluate the role of China as a development actor.
- Understand the theory and practice of development education.
Delivery
The module is delivered in 11 seminar slots consisting of a lecturing input, student participation and informal presentations. Students are expected to read before each session to facilitate discussion.

Main topics
The module will examine how the theoretical basis of international development has shaped practical relations between the global North and South. Students will be introduced to a range of global issues that inform and reflect on interventions in the global South by state and non-state actors. Students will access a range of readings that speak to the causes of global poverty and injustice and how they can be addressed. The main topics covered will include:

1. Theorising international development
2. The origins of the ‘First’ and ‘Third’ Worlds
3. Aid as an agent of development
4. Debt and structural adjustment
5. NGOs and the global South
6. The decline of US hegemony and rise of the global South
7. China in Africa
8. The Global Goals

Module 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 in two parts. Prior to writing the final essay on a theoretical topic of your choice (in consultation with the lecturer), you will be asked to submit a 300 words
abstract (due week 10 of the Hilary Term). At the end of week 10 of the Hilary Term you will submit an essay (max 3000 words). Submission dates to be arranged.
SO 7048  The Migration Challenge: Comparative Educational Perspectives

Duration:  Michaelmas Term

ECTS:  10 credits

Lecturer:  Daniel Faas (faasd@tcd.ie)

Outline

This module focuses on the educational challenges arising from migration-related cultural and religious diversity. The most important forms of migration that have shaped post-war Europe are colonial migration, ‘guest worker’ migration, repatriation of co-ethnic minorities in their country of origin (see Germany), illegal immigration, circular and temporary migration and new forms of intra-European mobility. The question of the reception of and reaction to the political and educational changes evoked through immigration is central.

Following an introduction into transatlantic theoretical approaches to the study of migration, we adopt a case-study approach to compare and contrast similarities and differences between countries and systems. Educational systems have a crucial role in balancing cultural diversity and social cohesion. Our emphasis is on assessing educational policies and practices in old migration host societies (such as Germany, Denmark, the Netherlands, Britain, the United States, Canada) as well as new migration hosts (such as Japan, Korea, Singapore, Greece, Poland, Ireland, Portugal). Our discussion situates the educational responses into broader governmental approaches to migration. Two sets of countries will be compared and contrasted per session, drawing on the input also from guest lecturers.

Learning outcomes

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

- Critically discuss concepts like citizenship, multiculturalism, and integration;
- Compare and contrast different educational policies and practices in old and new migration host societies;
- Engage in current academic and educational policy debates;
- Assess converging and diverging educational responses to migration in Europe;
- Enhance their writing, debating, time management and PowerPoint presentation skills

Module Texts

Theoretical texts:


**General migration and education texts:**


**Empirical case studies:**


**Assessment**

2,500 word essay: 70%

Group presentation: 20%

End of semester book review: 800 words (10%)
Module Description
The first part of this module draws on Esping Anderson’s three worlds of welfare capitalism and Green et al.’s (2006) regimes of social cohesion to discuss the extent to which different labour market systems overlap with educational knowledge traditions in Europe. Our comparisons will focus particularly on levels of ethnic tolerance and cultural pluralism between systems. We then move on 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. This module will include a fieldtrip to the Migrant Rights Centre Ireland as well as a guest lecture by an expert working on discrimination in the labour market. While the overall focus of the module is on comparisons between European countries, references to other parts of the world will and can also be made including the critical discussions.

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

- synthesise education and economic systems in Europe;
- understand the main theories of international labour migration;
- the evolving role of the state in governing labour immigration;
- work-related discrimination and conflict involving migrant workers;
- violent conflict involving ethnic minorities and immigrants;
- enhance your writing, critical discussion and presentation skills.

Syllabus
The main topics covered by the module are:

1. Synthesising education and labour market systems
2. Theories of international labour migration
3. Labour migration and the state
4. Contemporary labour immigration policies
5. Migrant employment rights (including fieldtrip)
6. Employer discrimination against foreigners (guest speaker)
7. Exploitation of migrant workers, trade unions and industrial relations disputes
8. Violent conflict
9. Conflict regarding Muslim practices in Europe
Module Assessment:
The module is assessed by a 2,000 word essay (worth 60%), a group presentation (20%) and a critical discussion of another group presentation (worth 20%). The essay may be on the same or a different topic to your presentation. The essay is due on Monday 15 April 2019 and should demonstrate critical engagement with the relevant literature.

Indicative Readings:


**EM7436 Gender, War and Peace**

**Duration:** Hilary Term  
**ECTS:** 10 credits  
**Lecturer:** Dr Gillian Wylie (wylieg@tcd.ie)

**Introduction**

What does gender analysis reveal about the causes and dynamics of war and peace? In this module we begin by exploring and criticising some basic gendered assumptions - such as that war is the business of men and peace that of women. Instead we challenge these dichotomies by examining issues such as the complicated relationship between the social construction of masculinity and soldiering and the challenge posed to militaries by the inclusion of women in their ranks. We ask why peace processes have generally excluded women and what the consequences of that are for the sustainability of peace, while at the same time querying the assumption that 'women' as an essentialized group have particular skills to bring to the peace table. Through these debates we examine the ways in which war and peace are gendered experiences which also shape our understanding of what it is to be a gendered person.

**Learning Outcomes:**

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

- Understand the foundational and ongoing debates in Gender Studies concerning sex and gender, femininity and masculinity, gender and difference and be able engage in discussion of these.
- Comprehend and enter into arguments made concerning the gendered nature of war, the perpetration of gender based violence, the relationships between masculinity and violence/femininity and peace and the necessity of the inclusion of gender concerns in peacebuilding.
- Demonstrate knowledge of key international political and legal developments in this area such as UNSC Resolution 1325 and the Yugoslav and Rwanda tribunals.
- Show a familiarity with the literature in this field and engage in informed discussion of it.
- Present persuasive written work with analytic arguments based on evidence, reading and reason.

**Delivery**

The module is delivered over 11 weeks. Each week's two hour session will combine a lecture and seminar session. The seminars will involve student groups working on a gendered case study of particular conflicts.
Assessment

The assessment will involve a 3000 word essay and a presentation of the group case study (marking weighted at 80% and 20% respectively).

Key texts:


Sjoberg, L. *Gender, War and Conflict* Polity Press, 2014


NB useful journal articles are posted on blackboard and please use the TCD library Stella search to discover more.
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/) and public lectures co-organised with UCD (https://www.tcd.ie/sociology/events/public-lecture-series/) throughout the year, and students are expected to attend these events.

Alongside this, we will be organising occasional talks and seminars 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.
DISSEPTION 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**

12. Support

We have established a small fund to support dissertation research. For students in exceptional need, grants not exceeding 500 Euro may be made. A case must be made by the supervisor, specifying what the money will be spent on and how much. Applications should be made at the same time as the dissertation proposal is submitted. Receipts will be reimbursed after the event. The award should be acknowledged in the dissertation.
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**

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work without acknowledgement, and as such, is considered to be academically fraudulent. The University considers plagiarism to be a major offence and it is subject to the disciplinary procedures of the University. The University's full statement is set out in the University Calendar, PG Calendar Part III, General Regulations, Paragraphs 1.32 and following.

In order to support students in understanding what plagiarism is and how they can avoid it, TCD has created an **online central repository** to consolidate all information and resources on plagiarism. The central repository is being hosted by the Library and is located at [http://tcd-ie.libguides.com/plagiarism](http://tcd-ie.libguides.com/plagiarism). It includes the following:

(i) The 2015-16 Calendar entry on plagiarism for undergraduate and postgraduate students;
(ii) The matrix explaining the different levels of plagiarism outlined in the Calendar entry and the sanctions applied;
(iii) Information on what plagiarism is and how to avoid it;
(iv) ‘Ready, Steady, Write’, an online tutorial on plagiarism which must be completed by all students;
(v) The text of a declaration which must be inserted into all cover sheets accompanying all assessed course work;
(vi) Details of software packages that can detect plagiarism, e.g. Turnitin.

It is important to emphasise that all students, i.e., undergraduate and postgraduate new entrants and existing students, will be required to complete the online tutorial 'Ready, Steady, Write'. Students must complete and attach to work submitted in hard or soft copy or via Blackboard a coversheet containing the following declaration:

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