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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.
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

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

Programme 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 racism, anti-racism, ethnicity, conflict, and migration
- derive, explain and critically evaluate debates on race, ethnicity, colonialism, decoloniality, conflict and population movement at Irish, European and global levels
- identify the techniques used by states and international agencies to manage migration and conflict, their social and cultural impact and the responses they elicit
- examine the relationship between conflict and inequality, with a specific focus on racialised and communal forms of violence and resistance to them
- apply and compare different research methods in these fields
- conduct independent research of a theoretical or substantive nature in specific fields of race, ethnicity and conflict
- write 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 CALENDAR 2022/23

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>UG continuing years / PG all years</th>
<th>UG new first years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29-Aug 21</td>
<td>S: 1st teaching term begins</td>
</tr>
<tr>
<td>2</td>
<td>05-Sep 22</td>
<td>Orientation (postgraduate, Visting &amp; Enrolment)</td>
</tr>
<tr>
<td>3</td>
<td>12-Sep 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>4</td>
<td>19-Sep 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>5</td>
<td>26-Sep 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>6</td>
<td>03-Oct 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>7</td>
<td>10-Oct 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>8</td>
<td>17-Oct 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>9</td>
<td>24-Oct 22</td>
<td>Study/Review</td>
</tr>
<tr>
<td>10</td>
<td>31-Oct 22</td>
<td>Teaching and Learning (Monday, Public Holiday)</td>
</tr>
<tr>
<td>11</td>
<td>07-Nov 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>12</td>
<td>14-Nov 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>13</td>
<td>21-Nov 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>14</td>
<td>28-Nov 22</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>15</td>
<td>05-Dec 22</td>
<td>Revision</td>
</tr>
<tr>
<td>16</td>
<td>12-Dec 22</td>
<td>Assessment**</td>
</tr>
<tr>
<td>17</td>
<td>19-Dec 22</td>
<td>Christmas Period - College closed</td>
</tr>
<tr>
<td>18</td>
<td>26-Dec 22</td>
<td>23 December 2022 to 2 January 2023 inclusive</td>
</tr>
<tr>
<td>19</td>
<td>02-Jan 23</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>09-Jan 23</td>
<td>Foundation Scholarship examinations*</td>
</tr>
<tr>
<td>21</td>
<td>16-Jan 23</td>
<td>Marking/Results</td>
</tr>
<tr>
<td>22</td>
<td>23-Jan 23</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>23</td>
<td>30-Jan 23</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>24</td>
<td>06-Feb 23</td>
<td>Teaching and Learning (Monday, Public Holiday)</td>
</tr>
<tr>
<td>25</td>
<td>13-Feb 23</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>26</td>
<td>20-Feb 23</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>27</td>
<td>27-Feb 23</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>28</td>
<td>06-Mar 23</td>
<td>Study/Review</td>
</tr>
<tr>
<td>29</td>
<td>13-Mar 23</td>
<td>Teaching and Learning (Friday, Public Holiday)</td>
</tr>
<tr>
<td>30</td>
<td>20-Mar 23</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>31</td>
<td>27-Mar 23</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>32</td>
<td>03-Apr 23</td>
<td>Teaching and Learning (Friday, Good Friday)</td>
</tr>
<tr>
<td>33</td>
<td>10-Apr 23</td>
<td>Teaching and Learning (Monday, Easter Monday)</td>
</tr>
<tr>
<td>34</td>
<td>17-Apr 23</td>
<td>Revision</td>
</tr>
<tr>
<td>35</td>
<td>24-Apr 23</td>
<td>Trinity Week (Monday, Trinity Monday)</td>
</tr>
<tr>
<td>36</td>
<td>01-May 23</td>
<td>Assessment* (Monday, Public Holiday)</td>
</tr>
<tr>
<td>37</td>
<td>08-May 23</td>
<td>Marking/Results</td>
</tr>
<tr>
<td>38</td>
<td>15-May 23</td>
<td>Marking/Results</td>
</tr>
<tr>
<td>39</td>
<td>22-May 23</td>
<td>Marking/Results</td>
</tr>
<tr>
<td>40</td>
<td>29-May 23</td>
<td>Research</td>
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<tr>
<td>41</td>
<td>05-Jun 23</td>
<td>Research (Monday, Public Holiday)</td>
</tr>
<tr>
<td>42</td>
<td>12-Jun 23</td>
<td>Research</td>
</tr>
<tr>
<td>43</td>
<td>19-Jun 23</td>
<td>Research</td>
</tr>
<tr>
<td>44</td>
<td>26-Jun 23</td>
<td>Research</td>
</tr>
<tr>
<td>45</td>
<td>03-Jul 23</td>
<td>Research</td>
</tr>
<tr>
<td>46</td>
<td>10-Jul 23</td>
<td>Research</td>
</tr>
<tr>
<td>47</td>
<td>17-Jul 23</td>
<td>Research</td>
</tr>
<tr>
<td>48</td>
<td>24-Jul 23</td>
<td>Research</td>
</tr>
<tr>
<td>49</td>
<td>31-Jul 23</td>
<td>Research</td>
</tr>
<tr>
<td>50</td>
<td>07-Aug 23</td>
<td>Research (Monday, Public Holiday)</td>
</tr>
<tr>
<td>51</td>
<td>14-Aug 23</td>
<td>Research</td>
</tr>
<tr>
<td>52</td>
<td>21-Aug 23</td>
<td>Research</td>
</tr>
</tbody>
</table>

*Note: Additional class/additional days may be required outside of the formal assessment period of the week.

**Note: It may be necessary to hold some examinations of assessments in the preceding week.

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Trinity College Dublin

The University of Dublin
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>Daniel Faas/Laura Acosta Gonzalez</td>
</tr>
<tr>
<td>SO7041</td>
<td>Theories of Race &amp; Ethnicity</td>
<td>10</td>
<td>David Landy</td>
</tr>
<tr>
<td>SO7042</td>
<td>Theories of Conflict</td>
<td>10</td>
<td>Roddy Condon</td>
</tr>
<tr>
<td>SO7020</td>
<td>Dissertation</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</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>Roddy Condon</td>
</tr>
<tr>
<td>SO7049</td>
<td>Labour, Migration and Conflict</td>
<td>10</td>
<td>Camilla Devitt</td>
</tr>
<tr>
<td>SO7102</td>
<td>Statelessness and Forced Migration</td>
<td>10</td>
<td>Roddy Condon</td>
</tr>
<tr>
<td>SO7103</td>
<td>Gender and Race</td>
<td>10</td>
<td>Phil Mullen</td>
</tr>
<tr>
<td>ID7002</td>
<td>Questions of Identity in Europe – Part 2</td>
<td>10</td>
<td>Hannes Opelz</td>
</tr>
</tbody>
</table>
## Course Timetable 2022/23

### Term 1 – Michaelmas Term
**12 September – 2 December 2022 (Reading Week: 24-28 October 2022)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOP77041</td>
<td>Theories of Conflict</td>
<td>Roddy Condon</td>
<td>Tuesday 11.00-13.00</td>
<td>Arts 3025</td>
</tr>
<tr>
<td>SOP77031</td>
<td>Conflict Zones: Case Studies</td>
<td>David Landy</td>
<td>Wednesday 12.00-14.00</td>
<td>Arts 5012</td>
</tr>
<tr>
<td>SOP77101</td>
<td>Research Methods</td>
<td>Daniel Faas/Laura Acosta Gonzalez</td>
<td>Thursday 11.00-13.00</td>
<td>Arts 4050B</td>
</tr>
<tr>
<td>SOP77011</td>
<td>Theories of Race &amp; Ethnicity</td>
<td>David Landy</td>
<td>Thursday 14.00-16.00</td>
<td>Arts C6.002</td>
</tr>
</tbody>
</table>

### Term 2 – Hilary Term
**23 January – 14 April 2023 (Reading Week: 6-10 March 2023)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID7002</td>
<td>Questions of Identity in Europe</td>
<td>Hannes Opelz, Zuleika Rodgers, Radoslaw Maciej Przedpelski, Michael Cronin</td>
<td>Monday 14.00-16.00</td>
<td>Leinster House, PX206</td>
</tr>
<tr>
<td>SOP77072</td>
<td>Gender and Race</td>
<td>Phil Mullen</td>
<td>Tuesday 11.00-13.00</td>
<td>Arts C6.002</td>
</tr>
<tr>
<td>SOP77022</td>
<td>Racism and Resistance</td>
<td>Roddy Condon</td>
<td>Wednesday 12.00 - 14.00</td>
<td>Arts 4050A</td>
</tr>
<tr>
<td>SOP77052</td>
<td>Labour, Migration and Conflict</td>
<td>Camilla Devitt</td>
<td>Wednesday 16.00-18.00</td>
<td>Arts C6.002</td>
</tr>
<tr>
<td>SOP77101</td>
<td>Research Methods</td>
<td>Daniel Faas/Laura Acosta Gonzalez</td>
<td>Thursday 16.00-18.00</td>
<td>Arts 2037</td>
</tr>
<tr>
<td>SOP77062</td>
<td>Statelessness and Forced Migration</td>
<td>Roddy Condon</td>
<td>Thursday 9.00-11.00</td>
<td>3-4 Foster Place, 2.16</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 overall average mark for the course, and a mark of at least 70% in the dissertation and the majority of the taught modules will be awarded the M.Phil. with Distinction. A Distinction cannot be awarded if a student has failed any credit during the course.

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 College Information

Postgraduate Supports for Students with Disabilities

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the ‘My Disability Service’ tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service Contact page.

https://www.tcd.ie/disability/contact/

https://www.tcd.ie/disability/current/Postgrad.php

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/
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).

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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.

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Trinity Map
A map of TCD can be found by clicking here:
http://www.tcd.ie/Maps/assets/pdf/tcd-campus.pdf
Section 2: Module Outlines and Course Requirements
**SOP771101: Research Methods**

**Duration:** Michaelmas Term and Hilary Term

**ECTS:** 10 credits

**Lecturers:** Dr Laura Acosta Gonzalez and Prof. Daniel Faas (faasd@tcd.ie)

**Module description**

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

Qualitative and quantitative research – while sharing important communalities in terms of research design – can differ in how theory and data are related, how data is being collected, how data is analysed, and how empirical evidence is constructed. While qualitative methods usually deal with exploring and summarizing rich textual data retrieved, for instance, from in-depth and semi-structured interviews, quantitative research is usually characterized by measuring concepts and testing theories through statistical analysis of numerical data obtained, for instance, from standardised interviewing in surveys. A good command of both qualitative and quantitative approaches is key to conducting research effectively and understanding the work of others. The module will also refer to mixed-method strategies to discuss how qualitative and quantitative research strategies can form a powerful alliance in social research.

The module spans both Michaelmas and Hilary Term each of them comprising 11 weeks. One half of each term will be devoted to qualitative or quantitative research. In Michaelmas Term, students will get an introduction to the principal methodologies of each approach. Based on that, Hilary Term will provide a more advanced, lab-based and hands-on treatment of methods of data collection and data analysis (like conducting interviews or analysing statistical data using statistical software) to equip students with the necessary skills to pursue their own dissertation research. In Hilary Term students will also work continuously on a 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 you should be able to:
• Explain the key theoretical and conceptual issues in methodology in the social sciences;
• Deploy the main qualitative and quantitative methodological techniques used in sociology;
• Link methodological techniques to a research design;
• Discuss and critically evaluate their own and other people’s research projects;
• Write a proposal for their own research projects.

Assessment

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

The coursework in Michaelmas Term is a preliminary outline of your proposed research focus and discussion of its significance to you as well as a literature review. Length: 1,500 words, due by 8th December 2022.

The full dissertation proposal is due on 13th April 2023. The suggested length is 3,000 words

Indicative Reading List

• Goertz, Gary, and James Mahoney. 2012. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: University Press
Module Description:

This module provides a theoretical underpinning into concepts surrounding race and ethnicity. The main question in the module concerns what race does rather than what race is, seeing race as a social process rather than some kind of naturally occurring property of individuals or groups. One can begin with the idea that race is a social construct, a historically contingent signifier and a language used to categorise self and others. However, the fact that race is socially constructed does not negate its centrality as a means of ordering social life and creating divisions and hierarchies. Race, unfortunately remains a fundamental category of practice in modern life, or alternatively a central way that society is structured and lives are lived.

This module examines these processes; critically theorising concepts of race, ethnicity and identity before investigating the centrality of nationalism and colonialism in processes of racialisation. Race is understood to operate in an intersectional manner with gender and class, and so we examine sociological theories of the racial state and situate race and ethnicity within social, political and economic processes, in particular within neoliberalism and modern forms of state governmentality. Students will gain an overview of various approaches to 'race' including exploring race denial, hybridity and attempts to move ‘beyond race’ as well as opposition to racism.

Learning Outcomes:

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

- distinguish between key concepts of race, ethnicity and identity;
- theorise the links between race, nation and state;
- analyse the representation of race and racism
- understand the intersection between race, gender and class
- discuss and critically evaluate notions of post racism, anti-racism and hybridity;
- 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:

1. What is ‘Race’
2. Identity and the politics of authenticity
3. Race and the nation state
4. Race, gender and class
5. Managing race – multiculturalism and integration
6. The politics of anti-migrant racism
7. Islamophobia and antisemitism
8. Colonialism and the globalization of race
9. Talking about and representing race
10. Beyond Race? Hybridity, Cosmopolitanism and Denial
11. Racism and anti-racism

Recommended Texts

There is no set text, but the following texts will prove useful:

- Fanning, Brian, Michael, Lucy. 2019. *Immigrants as outsiders in the two Irelands*. Manchester University Press

Course notes: Blackboard

Assessment

Assessment will be in the form of course diary (20%) and essay (80%).

The course diary will be two entries of c1000 words to be submitted on Blackboard. Deadlines: one piece by 5pm Friday, September 30th and one piece by 5 pm Friday, November 18th.

The essay will be 3,000 words and on a topic of your own choice. Submission date to be arranged.
**SOP77041: Theories of Conflict**

**Duration:** Michaelmas Term

**ECTS:** 10 credits

**Lecturer:** Dr Roderick Condon (condonro@tcd.ie)

**Module Description**

This module starts with the Irish/British peace process and the Good Friday Agreement (GFA) reached in 1998. We start here not merely because this course takes place in Ireland, but because the GFA is based on theories of conflict that are typical of western social science and have been influential on ‘peacemaking’ elsewhere in the world. These theories assert that conflict is rooted in ethno-national identity/difference and that separation is the solution [consociation in the case of the GFA] . The GFA is also illustrative of the problems of western social scientific thinking about ‘ethnic conflict’ and its resolution. These problems derive from a failure to acknowledge that western social science is not the neutral arbiter of these conflicts: most of the world’s ‘ethnic conflicts’ are actually the product of western colonialism, and social science has been complicit. So, the first problem is a failure to address the root of conflict in colonial violence. The second problem is a lack of reflexivity [which is why the assignment urges you to be reflexive]. The third problem is that this form of conflict resolution does not so much resolve conflict as freeze it and generate seemingly endless disputes about who is to blame: an ongoing meta-conflict about the conflict. Rather than seek to arbitrate such disputes, we will end the module by exploring the potential of narrative methods such as autoethnography and oral history to address the concerns of victims, perpetrators, bystanders, beneficiaries.

**Learning Outcomes**

On successful completion of this module you might be able to:

- see through the notion that ‘conflict’ is produced by identity/difference and glimpse the underlying violence in the rise of the nation state in western Europe and its projection onto the rest of the world through colonialism
- locate ‘The Troubles’ and the Irish/British peace process and/or other case studies in this larger context
- parse the different forms of violence: subjective, structural, communal, rule-making v’s rule-breaking etc.
- understand the decolonial and feminist challenge to social scientific claims to objectivity and truth
- recognize the consequent need for social science to be reflexive and linked to this
- take on board the narrative turn in international relations

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

**Assessment**

The module is assessed in two components:

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

The essay submission deadline is **Friday 16 December 2022 at 5pm**. This should be submitted to Turnitin on Blackboard. Penalties for late submission apply. Without an authorised extension, the mark given for the essay will be lowered by 10%. The essay will be graded according to the TCD School of Social Sciences and Philosophy Marking Scale.

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

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

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

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

**Key Readings**

The following is an indicative reading list. Required and recommended readings will be provided each week on Blackboard.

**General**

**Colonialism**

**Ethnic Conflict**

Irish History / ‘The Troubles’
BBC series *Spotlight On The Troubles: A Secret History* [episode 1]
[https://www.youtube.com/watch?v=R3scz1KD9eE](https://www.youtube.com/watch?v=R3scz1KD9eE)

Violence
Module description

The first question about Israel/Palestine is whether it is really a conflict, or as has been increasingly theorised, an apartheid state which aims to ensure the ongoing dominance of a particular ethnic group. Traditionally it has been understood as a paradigmatic example of a conflict based on race and ethnicity. This module examines this understanding as well as the view of Israel/Palestine as being governed by colonial dynamics.

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 situations 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 instance to wider theoretical understandings within race and conflict studies
- Theorise the roles of race and racialisation within the conflict
- Examine representations of the Israel/Palestine situation
- Critically analyse the role of external involvement within a conflict zone
- Understand the reasons behind the globalisation of this particular conflict and relate this to other conflicts

Main Topics

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

Assessment

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

Readings

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

Gelvin, James. 2014. The Israel-Palestine Conflict: One Hundred Years of War.
**SOP77022: Racism and Resistance**

**Duration:** Hilary Term

**ECTS:** 10 credits

**Lecturer:** Dr Roderick Condon (condonro@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 anti-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 movement

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

Assessment

The module is assessed in two components:
2,500 words essay (70%)
1,000 words book review (30%)

The submission deadline for both components is **Friday 21 April 2023 at 5pm**. These should be submitted to Turnitin on Blackboard. Penalties for late submission apply. Without an authorised extension, the mark given for the essay will be lowered by 10%. The essay will be graded according to the TCD School of Social Sciences and Philosophy Marking Scale. The book review rubric will be discussed in class.

Key Readings

The following is an indicative reading list. Required and recommended readings will be provided each week on Blackboard.

Nagle, Angela (2017) *Kill All Normies: Online culture wars from 4chan and Tumblr to Trump and the alt-right*
**SOP77052: Labour, Migration and Conflict**

**Duration:** 11 weeks, Hilary Term

**ECTS:** 10 credits

**Lecturer:** Dr Camilla Devitt (devittca@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 and are welcome in discussions.

**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 18th 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**


**SOP77062: Statelessness and Forced Migration**

**Duration:** Hilary Term

**ECTS:** 10 credits

**Lecturer:** Dr. Roderick Condon [condonro@tcd.ie](mailto:condonro@tcd.ie)

**Module Description**

This module explores statelessness and forced migration by considering how our understanding of these issues is shaped by historical patterns of development, conflict, and decolonization, and by ideas of nationality, sovereignty, and citizenship. Accordingly, the module considers both causes and responses to statelessness and forced migration through the prism of political and sociological theory, unpacking central theoretical and substantive issues. In line with the field itself, the module mediates ‘academic’ and ‘real’ concerns by considering key problems in forced migration studies within the context of contemporary forced migration politics. In this regard, particular attention is drawn to the ethical and normative dimensions of theory and research and to the concepts and categories or ‘labels’ deployed. The latter are related to the wider political dynamics and power relations of contemporary global society, which shape the practices as well as the analysis of statelessness and forced migration today. Here, two contending orientations, and the conflict between them, are of central concern: that of upholding the rights of displaced persons, and that of controlling territories and securing borders.

The aim of the module is to develop capacities for a deeper understanding of statelessness and forced migration today and for a critical consideration of the politics and power dynamics bearing down upon these issues and their interpretation.

**Learning Outcomes**

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

- 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.

**Main Topics**

*Forced Migration*

- Theories of forced migration & definitions
- Drivers and root causes of forced migration and displacement
- Questioning categories of forced migrants
- Policies and responses to forced migration: state and international institutions
- ‘Restrictionism’ and the ‘politics’ of forced migration

Statelessness
- Defining statelessness
- Historical perspectives of statelessness
- Contemporary forms of statelessness
- Theories of statelessness
- Conceptual boundaries of Statelessness

Working Methods

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

Assessment

The module is assessed in two components:

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

The essay submission deadline is **Monday 17 April 2023 at 5pm**. This should be submitted to Turnitin on Blackboard. Penalties for late submission apply. Without an authorised extension, the mark given for the essay will be lowered by 10%. The essay will be graded according to the TCD School of Social Sciences and Philosophy Marking Scale.

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

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

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

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

Key Readings

The following is an indicative reading list. Required and recommended readings will be provided each week on Blackboard.
Module Description Overview
What do we refer to when we speak of “race”? Is gender a synonym for women, a description of social relations, a performance, or a feature of institutions? Race as a category is still being read off the body. This module explores the construction of race and gender, and how these concepts have affected the modern world. Students will gain an overview of various approaches to 'race' and learn to situate race and gender within social, political and economic processes. We look at how race is represented and how it is experienced, asking the question that W.E.B. du Bois posed, ‘How does it feel to be a problem’? We also look at the intersectionality between race and gender, especially the relationship between nationalism and gender patterning. It will explore contrasting intersectional theoretical approaches as well as methodological questions and empirical studies.

Objective
The objective of this course is to explore and understand the ways in which race and gender intersect to create dynamics of oppression in our society. However, while the concepts of race and gender are critical categories for understanding how inequality, oppression, and difference are produced in our society, these categories have also been reified to produce stereotypes of difference and division. So, although it is important to recognize how categories have material implications, we will be mindful of the ways in which the very categories can be employed to keep the dynamics of racism, sexism and heterosexism intact or moving. This module examines the ways that race and gender are conceptualised, constituted, and interpreted. Gender, it has to be understood, is about a certain performance of identity, and gendered roles and norms are intrinsically woven into and practiced in our daily lives. Society has fixed standards and rules to validate both masculine and feminine identities. This involves asking epistemological questions. How do we know what we know? Thus, we will ask questions such as, how do we employ these categories as socially constructed, but also having material effects on the lives of people? We will look at how race and gender intersects. How are structures reproduced through institutions and action over time and generation? How is change accomplished? How do social structures and individual agency intertwine to produce raced and gendered individuals? What is womanism? How is it different from feminism?

Learning objectives
Upon completion of the module, students will be able to:
• critically theorise and contextualise race and gender;
• engage in critical thinking about the intersection of race and gender and how to incorporate intersectionality in research;
• understand the foundational and contemporary debates in Race and Gender Studies concerning race and intersectionality, sex and gender, femininity and masculinity, and gender identities;
• discuss theorists of race and gender and apply a Critical Race Theory approach;
• develop and articulate well-informed arguments about race and gender in both written and spoken formats.

Assessment
Students are expected to attend both lectures and seminars and to actively contribute to the seminars.

1) Assignment at midterm will form part of final grade and will consist of reflective writing and presentation 30%
2) End of module - 2500 words Essay. Students are expected to follow the style guidelines in the MPhil student handbook. 70%

Contact hours
Lectures and seminars begin in Hilary Term. This will involve a combined one-hour lecture and one-hour seminar per week. Please note that group-based activities and learning exercises will be incorporated into the weekly lectures.

Reading List
An extensive reading list will be given by the lecturer in the manual for the module, in addition to weekly chapter/article readings being provided as outlined below. (Readings are subject to change)

Week 1 Module introduction – understanding and reading race – Critical Race Theory


Week 2. Construction and Evolution of Gender

Week 3 – Critical Race Feminism


Week 4. Intersectionality – Race, Gender and other Identities


Week 5. Gender and ‘the social condition of whiteness’


Week 6. Gender, Race and Social Justice Movements


Week 8. Racialised and Gendered Sexuality


Week 9. Mixed Race Women

Week 10. First group of presentations – To be confirmed

Kimberly Crenshaw. “The Urgency of Intersectionality” TED Talk. 

Week 11. Second group of Presentations – To be confirmed

https://www.youtube.com/watch?v=G-YgKv9J1HE&feature=youtu.be

Week 12. Digital Lives

**ID7002 Questions of Identity in Europe – Part 2**

**Duration:** Hilary Term

**ECTS:** 10 credits

**Coordinator:** Dr Hannes Opelz ([opelzh@tcd.ie](mailto:opelzh@tcd.ie))

**Lecturers:** Dr Zuleika Rodgers, Prof Michael Cronin, Dr Hannes Opelz, Dr Radek Przedpelski

**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 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 includes 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 relating (but not limited) to practices of othering, post-modernism and visual culture, climate change and the Anthropocene, neurobiology and technology, evolutionary biology, and Gaia theory

**Syllabus**

1. **Who are they? (Dr Zuleika Rodgers)**
   These seminars address the discourse around the construct of group identity and the ‘other’ in European society. In particular, this core topic examines the politics of difference based on genealogy, geography and religion, exploring both ancient and modern examples of the phenomenon. After a theoretical and historical survey, Jews and Judaism are taken as a case study.

2. **Are you postmodern? (Dr Radek Przedpelski)**
   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, polystylism and meta-reference.

3. **What did Earth ever do for us? (Prof Michael Cronin)**
The advent of human-induced climate change and the entry of humanity into the new geological era of the Anthropocene raises fundamental questions about the nature of what it is to be human in such radically altered circumstances. In these seminars, we explore the emergence of the concept of ‘transversal subjectivity’ (Braidotti) as a way of trying to think about new forms of human subjectivity in the context of the relationship to other animal species and to the world of the organic and inorganic elements in which humans are immersed. Questions of sustainability, resilience and biocultural diversity are also examined in the framework of changing paradigms of the human and posthuman.

4. **The Brain Identity (Dr Hannes Opelz)**
These seminars explore some of the ways in which recent developments in neurobiology and philosophy are changing our understanding of human identity. The seminars examine a selection of works by contemporary philosopher Catherine Malabou, with a particular focus on her concept of plasticity. Key issues to be discussed are the ways in which brain plasticity relates to capitalism, trauma, and artificial intelligence.

5. **The Gaia Science (Dr Hannes Opelz)**
These seminars explore some of the ways in which the Gaia hypothesis – the theory that living organisms interact with their inorganic surroundings on Earth to form a synergistic and self-regulating system that helps maintain and perpetuate the conditions for life on the planet – has been reshaping our notions of identity in the late 20th and early 21st centuries. In particular, we will examine works by microbiologist Lynn Margulis and philosopher Emanuele Coccia, focusing on concepts of symbiosis and metamorphosis.

**Conclusion: Beyond Identity (Dr Hannes Opelz)**
This seminar serves as a conclusion to the core modules. It will also give students an opportunity to ask any questions they may have about the module, particularly in relation to their course work in the run-up to submission.

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

**Indicative bibliography**
Topic 1

- Cheyette, B. and Marcus, I. (eds), Modernity, Culture, and ‘the Jew’ (Stanford UP, 1998).

Topic 2


Topic 3


Topic 4

- Malabou, Catherine, What Should We Do with Our Brain?, trans. Sebastian Rand (Fordham UP, 2008 [2004]).
- Malabou, Catherine, Morphing Intelligence: From IQ Measurements to Artificial Intelligence, trans. Carolyn Shread (Columbia UP, 2019 [2017]).

Topic 5


Learning outcomes

Upon successful completion of this module, students should be able to:

- Identify and describe identity issues as they emerge in a range of cultural manifestations across Europe and beyond.
- Compare and contrast different methodological approaches to questions of identity.
• Accurately and critically deploy key concepts drawn from theories of othering, postmodernism, theories of ecology and post-humanism, neurobiology, philosophy, evolutionary biology, and Gaia theory.

• Critically assess textual and visual form through systematic reflection and close reading of select passages from various works and artefacts.

• Develop academic written skills through essay writing.
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/) 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.
Section 3: Dissertation and Essays
**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 during Hilary Term and students are expected to work closely with their supervisors. During the final section of the research methods module, students will be asked to make short presentations to help them formulate their proposals and receive feedback from their peers.

**Assessment**

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

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

1. Topic, research methods and coverage

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

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

2. Submission dates

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

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

**Dissertations** should be submitted by 31 August 2023.

3. Supervision

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

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

4. Literature Searches
The following are some main sources:

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

5. **Dissertation Proposals**

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

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

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

*Your proposal of max 3,000 words in length, will be graded by the Research Methods module lecturers.*

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

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

7. The Dissertation: Format

A dissertation should normally be divided into the following sections:

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

14. Abstract. You MUST also include with your dissertation a separate one-page abstract. The abstract is a summary of the entire dissertation, maximum length one page, which can be read separately by the examiners to indicate the nature of the dissertation.

8. The Dissertation: Presentation

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

After the examination process, one A4 copy of the thesis, in which corrections [if any] have been completed, should 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).

Your completed dissertation must be typed on good quality A4 white paper. 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.

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

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](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%).