



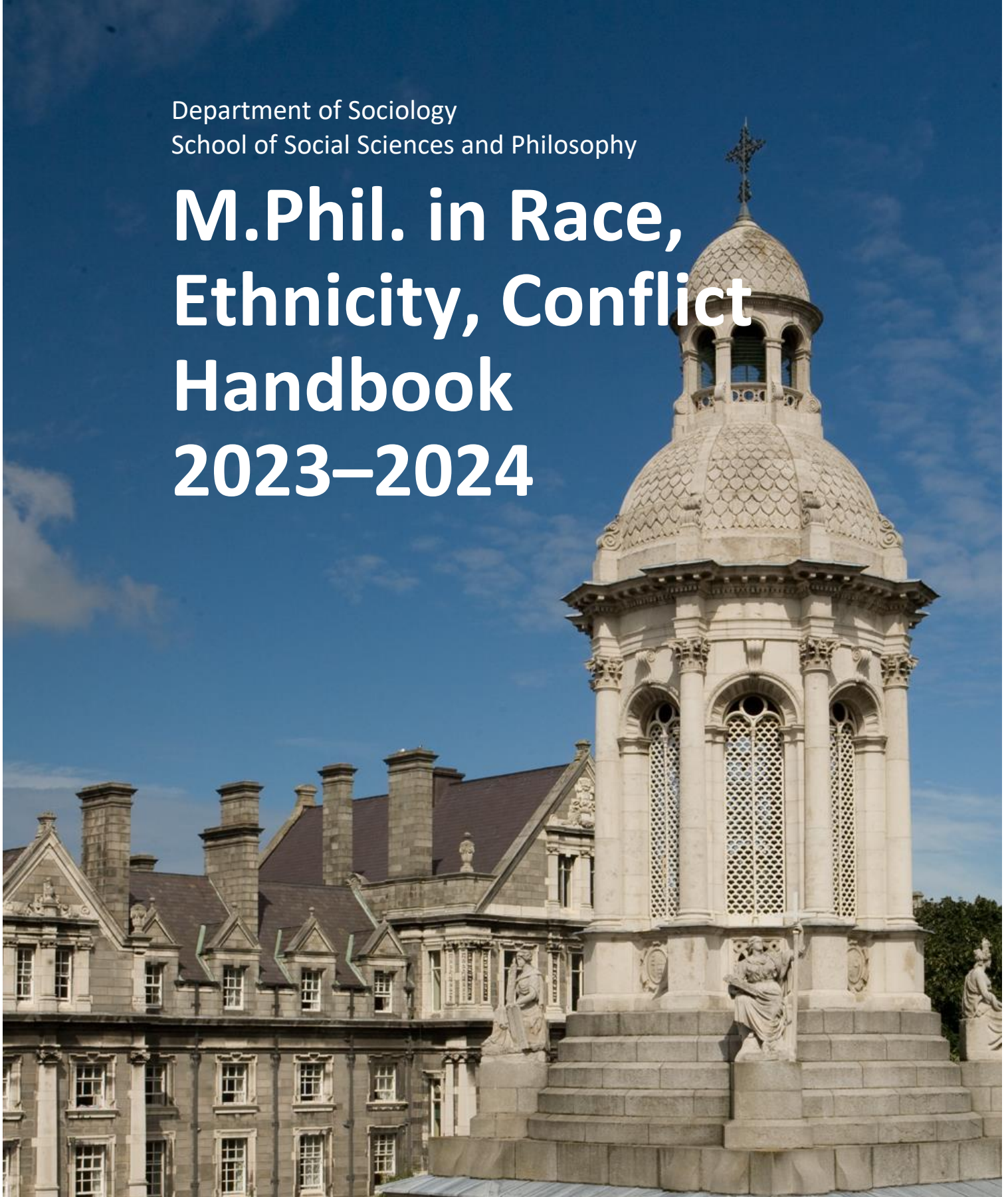
**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Department of Sociology  
School of Social Sciences and Philosophy

# M.Phil. in Race, Ethnicity, Conflict Handbook 2023–2024



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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,

A handwritten signature in black ink that reads "David Landy". The signature is written in a cursive style and is positioned above a solid horizontal line.

**Dr David Landy**  
**Course Director**

## **Section 1: General Information and Course Regulations**

### ***Course Administration***

<b>Address</b>	Room 3.01, 3 <sup>rd</sup> Floor, 3 College Green
<b>Telephone</b>	01 896 2701
<b>Email</b>	<a href="mailto:sociology@tcd.ie">sociology@tcd.ie</a>
<b>Website</b>	<a href="http://www.tcd.ie/sociology">www.tcd.ie/sociology</a>
<b>Programme Administrator</b>	Fiona Mc Intyre, 01 896 2701, <a href="mailto:sociology@tcd.ie">sociology@tcd.ie</a>
<b>Programme Director</b>	Dr David Landy, <a href="mailto:dlandy@tcd.ie">dlandy@tcd.ie</a>

### ***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 2023/24

2023/24 Academic Year Calendar				Term / Semester
Week Calendar Week	Week beginning	UG continuing years / PG all years	UG new first years	
1	26-Aug-23	Reassessment * (Semesters 1 & 2 of 2023/23)		←Michaelmas term begins/Semester 1 begins
2	04-Sep-23	Orientation (Postgraduate, Visiting & Erasmus); Marking/Results		
3	11-Sep-23	Teaching and Learning		←Michaelmas teaching term begins
4	18-Sep-23	Teaching and Learning	Orientation (IF UG)	
5	25-Sep-23	Teaching and Learning	Teaching and Learning	
6	02-Oct-23	Teaching and Learning	Teaching and Learning	
7	09-Oct-23	Teaching and Learning	Teaching and Learning	
8	16-Oct-23	Teaching and Learning	Teaching and Learning	
9	23-Oct-23	Study/Review	Study/Review	
10	30-Oct-23	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
11	06-Nov-23	Teaching and Learning	Teaching and Learning	
12	13-Nov-23	Teaching and Learning	Teaching and Learning	
13	20-Nov-23	Teaching and Learning	Teaching and Learning	
14	27-Nov-23	Teaching and Learning	Teaching and Learning	
15	04-Dec-23	Revision	Revision	
16	11-Dec-23	Assessment *	Assessment **	←Michaelmas term ends Sunday 17 December 2023/Semester 1 ends
17	18-Dec-23			
18	25-Dec-23	Christmas Period - College closed 22 December 2023 to 1 January 2024 inclusive	Christmas Period - College closed 22 December 2023 to 1 January 2024 inclusive	
19	01-Jan-24			
20	08-Jan-24	Foundation Scholarship Examinations ^	Foundation Scholarship Examinations ^	
21	15-Jan-24	Marking/Results	Marking/Results	←Hilary Term begins/Semester 2 begins
22	22-Jan-24	Teaching and Learning	Teaching and Learning	←Hilary teaching term begins
23	29-Jan-24	Teaching and Learning	Teaching and Learning	
24	05-Feb-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	12-Feb-24	Teaching and Learning	Teaching and Learning	
26	19-Feb-24	Teaching and Learning	Teaching and Learning	
27	26-Feb-24	Teaching and Learning	Teaching and Learning	
28	04-Mar-24	Study/Review	Study/Review	
29	11-Mar-24	Teaching and Learning	Teaching and Learning	
30	18-Mar-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
31	25-Mar-24	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
32	01-Apr-24	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
33	08-Apr-24	Teaching and Learning	Teaching and Learning	
34	15-Apr-24	Revision	Revision	←Hilary Term ends Sunday 21 April 2024
35	22-Apr-24	Trinity Week (Monday, Trinity Monday)	Trinity Week (Monday, Trinity Monday)	←Trinity Term begins
36	29-Apr-24	Assessment *	Assessment *	
37	06-May-24	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	13-May-24	Marking/Results	Marking/Results	
39	20-May-24	Marking/Results	Marking/Results	
40	27-May-24	Research	Research	←Trinity Term ends Sunday 2 June 2024/Semester 2 ends
41	03-Jun-24	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	10-Jun-24	Research	Research	
43	17-Jun-24	Research	Research	
44	24-Jun-24	Research	Research	
45	01-Jul-24	Research	Research	
46	08-Jul-24	Research	Research	
47	15-Jul-24	Research	Research	
48	22-Jul-24	Research	Research	
49	29-Jul-24	Research	Research	
50	05-Aug-24	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	12-Aug-24	Research	Research	
52	19-Aug-24	Research	Research	

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

\*\* Note: it may be necessary to hold a small number of IF examinations/assessments outside of semester 1.

^ Note: it may be necessary to hold some examinations/assessments in the preceding week.

## 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			
Code	Module Title	ECTS	Lecturer
SOP77101	Research Methods	10	David Ralph/Yekaterina Chzhen/Andrew Finlay
SOP77011	Theories of Race & Ethnicity	10	Phil Mullen
SOP77041	Theories of Conflict	10	Andrew Finlay
SOP77020	Dissertation	30	

Optional Modules			
Code	Module Title	ECTS	Lecturer
SOP77031	Conflict Zones: Case Studies	10	David Landy
SOP77061	Statelessness and Forced Migration	10	Roddy Condon
SOP77072	Gender and Race	10	Phil Mullen
SOP77022	Racism and Resistance	10	Roddy Condon
SOP77052	Labour, Migration and Conflict	10	Camilla Devitt
ID7002	Questions of Identity in Europe – Part 2	10	Hannes Opelz



**Course Timetable 2023/24**

<b>Term 1 – Michaelmas Term</b>				
<b>11 September – 1 December 2023 (Reading Week: 23-29 October 2023)</b>				
<b>Code</b>	<b>Module</b>	<b>Lecturer</b>	<b>Time</b>	<b>Location</b>
SOP77041	Theories of Conflict	Andrew Finlay	Tuesday 11.00 - 13.00	Arts 3025
SOP77031	Conflict Zones: Case Studies	David Landy	Wednesday 12.00-14.00	Arts 3020
SOP77061	Statelessness and Forced Migration	Roddy Condon	Thursday 9.00 - 11.00	3-4 Foster Place, 2.16
SOP77101	Research Methods	David Ralph/Yekaterina Czhen	Thursday 11.00-13.00	Arts 2035/Arts 4035
SOP77011	Theories of Race & Ethnicity	Phil Mullen	Thursday 14.00 - 16.00	Arts C6.002
<b>Term 2 – Hilary Term</b>				
<b>22 January – 12 April 2024 (Reading Week: 4-10 March 2024)</b>				
<b>Code</b>	<b>Module</b>	<b>Lecturer</b>	<b>Time</b>	<b>Location</b>
SOP77022	Racism and Resistance	Roddy Condon	Wednesday 12.00- 14.00	Arts 4050A
SOP77052	Labour, Migration and Conflict	Camilla Devitt	Wednesday 16.00-18.00	Arts C6.002
SOP77072	Gender and Race	Phil Mullen	Thursday 9.00- 11.00	Arts 3020
ID7002	Questions of Identity in Europe	Hannes Opelz, Balázs Apor, Catherine Barbour, Clodagh Brook, Zuleika Rodgers	Thursday 10.00-12.00	Phoenix House, PX206
SOP77100	Research Methods	Andrew Finlay	Thursday 13.00-15.00	College Green 2.02

## ***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/](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](http://www.tcd.ie/calendar))

For more information on College regulations, policies and procedures:

- Academic Policies - <http://www.tcd.ie/teaching-learning/academic-policies/>
- Student Complaints Procedure - [https://www.tcd.ie/about/policies/160722\\_Student%20Complaints%20Procedure\\_PUB.pdf](https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf)
- Dignity and Respect Policy- <https://www.tcd.ie/equality/policy/dignity-respect-policy/>

## 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](http://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](mailto: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/](http://tcd.ie/Careers/)
- Graduate Studies Office – [tcd.ie/graduatestudies/](http://tcd.ie/graduatestudies/)
- Mature Student Office – [tcd.ie/maturestudents/](http://tcd.ie/maturestudents/)
- Student Services Website - [tcd.ie/studentervices](http://tcd.ie/studentervices) - and Information Booklet available [at this link](#)

- Trinity Disability Service – [tcd.ie/disability/](http://tcd.ie/disability/)

### **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/>

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/>

### **Procedures regarding Dignity and Respect Matters**

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

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

[Trinity Dignity and Respect Policy](#) serves as a guiding framework for addressing any matters related to dignity and respect. This policy outlines the resources and support available to both students and staff when facing issues related to harassment or discrimination.

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

Student's tutor

Director, Teaching and Learning (Postgraduate): Dr Tara Mitchell, [matchet@tcd.e](mailto:matchet@tcd.e)

## **Emergency Procedure**

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

## **Data Protection**

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/](https://www.tcd.ie/info_compliance/data-protection/student-data/).

## **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***

<b>SOP771101:</b>	<b><i>Research Methods</i></b>
<b>Duration:</b>	<b>Michaelmas Term and Hilary Term</b>
<b>ECTS:</b>	<b>10 credits</b>
<b>Lecturers:</b>	<b>Michaelmas Term: Dr. Yekaterina Chzhen (chzheny@tcd.ie) and Dr David Ralph (ralphda@tcd.ie)</b>
	<b>Hilary Term: Dr Andrew Finlay (arfinlay@tcd.ie)</b>

### **Module Description**

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

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

The module spans both Michaelmas and Hilary Term each of them comprising 11 weeks.

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

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

1. to help students to develop their research idea into a viable research proposal.
2. to explore the methodological implications for social research of its history of complicity with colonialism, racism and various kinds of inequality coupled with



3. to explore some of the specific difficulties posed to the social researcher by violent conflict and its aftermath

### **Learning outcomes**

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

- Explain the key theoretical and conceptual issues in methodology in the social sciences;
- Deploy the main qualitative and quantitative methodological techniques used in sociology;
- Link methodological techniques to a research design;
- Understand some of the methodological challenges posed to social research by colonialism, racism and violent conflict
- Discuss and critically evaluate their own and other people's research projects;
- Write a proposal for their own research projects.

### **Assessment**

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

The coursework in Michaelmas Term is a preliminary outline of your proposed research focus and discussion of its significance to you as well as a literature review. Length: 1,500 words, due by 6th December 2023. Based on this students will be allocated to a dissertation supervisor.

The full dissertation proposal is due on 17th April 2024. The suggested length is 3,000 words. The proposal should elaborate a full research plan including a research question/aim, literature review, theory, research design, data collection and analysis plan, and a timetable.

### **Indicative Reading List**

- Becker, Howard S. 2020. Writing for Social Scientists, Third Edition: How to Start and Finish Your Thesis, Book, or Article. edited by P. Richards and a N. Preface. Chicago, IL: University of Chicago Press.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. The Craft of Research, Fourth Edition. Chicago, IL: University of Chicago Press.
- Bryman, A., (2016) Social Research Methods, Oxford: Oxford University Press.
- Collier, David, and Henry E. Brady. 2010. Rethinking Social Inquiry: Diverse Tools, Shared Standards. University of California: eScholarship.
- Goertz, Gary, and James Mahoney. 2012. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: University Press
- Gunaratnam, Y. (2003) Researching 'Race' and Ethnicity: Methods, Knowledge and Power. London: Sage.

- Kumar, R. (2014) *Research Methodology. A step-by-step guide for beginners*. London: Sage.
- O'Leary, Z. (2004) *The essential guide to doing research*. London: Sage.
- Seale, C. (2012) *Researching Society and Culture*. London: Sage.
- Smith, L. T. (2012) *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd edition. ZED Press.

**SOP77011:**                    ***Theories of Race & Ethnicity***

**Duration:**                    **Michaelmas Term**

**ECTS:**                        **10 credits**

**Lecturer:**                    **Dr Phil Mullen (mpmullen@tcd.ie)**

**Module Description:**

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

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

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

**Learning objectives**

Students will:

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

**Learning Outcomes:**

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

- distinguish between key concepts of 'race', ethnicity and identity;

- theorise the links between 'race', nation and state;
- understand the intersection between 'race', gender and class;
- discuss and critically evaluate notions of post racism and anti-racism; and
- evaluate policies of multiculturalism, interculturalism and integration.

### **Delivery and syllabus:**

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

### **Assessment**

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

- 1) The midterm essay will be **2000 words** on a topic of your own choice. The topic must be related to the course content. Submission date by **5pm, 27 October 2023**  
**30%**
- 2) End of module, essay will be 3000 words - prompts will be provided. Submission date by **5pm, 1 December, 2023**  
**70%**

### **Recommended Texts: There is no set text, but the following texts will prove useful:**

- Bhattacharya G. et al. 2021. *Empire's Endgame: Racism and the British State*. London, Pluto Press.
- Fanning, B. Michael, L. (2019). *Immigrants as outsiders in the two Irelands*. Manchester University Press.
- Fitzgerald. K. J. (2018). *Recognizing 'race' and Ethnicity: Power, Privilege, and Inequality*, Routledge (First published 2017 by Westview Press).
- Hill Collins, P. and Solomos, J. (eds). (2010). *The SAGE handbook of 'race' and ethnic studies*. Los Angeles; London: SAGE.
- Lentin, A. (2020). *Why 'race' Still Matters*. Cambridge: Polity Press
- Morsi, Y. (2017). *Radical Skin, Moderate Masks: De-radicalising the Muslim & racism in post-racial societies* London, Rowman and Littlefield
- Parfitt, T. (2020). *Hybrid Hate: Conflations of Antisemitism and Anti-Black Racism from the Renaissance to the Third Reich*. Oxford University Press.
- Solomos, J. (ed). (2020). *Routledge international handbook of contemporary racisms*. Abingdon, Routledge.
- Solomos, J. (2022). *'race', Ethnicity and Social Theory: Theorizing the Other*, Abingdon, Routledge.

**SOP77041: Theories of Conflict (the limits of theory)**

**Duration: Michaelmas Term**

**ECTS: 10 credits**

**Lecturer: Dr Andrew Finlay ([arfinlay@tcd.ie](mailto:arfinlay@tcd.ie))**

### **Module Description**

The collapse of the Soviet Union in the early 1990s marked the victory of Western liberal democracy over communism. During the period 1990 to 2020 ideological conflicts between states seemed to be a thing of the past (democracies supposedly don't fight each other). But violent conflict did not go away: there was conflict but was deemed to be a lesser kind: *intra*-state rather than *inter*-state. The 'Troubles' in the North/Northern Ireland (N/NI) 1968-1998 was the paradigmatic example.

*Intra*-state conflicts were understood as problems to be resolved rather than to be won or lost. The role for social science was to make such conflicts legible and amenable to resolution. If the Cold War was ideological, the *intra*-state conflicts that followed were understood by social science to be about identity and difference, conceived as ethnic or ethno-national, tribal, rooted in ancient hatreds, protracted, revenge-fuelled and irrational. Consequently they could only be resolved through 'humanitarian' intervention by a self-defined disinterested third party (usually North American or European).

A bundle of techniques were developed to resolve/manage/govern ethnic conflict. The Irish/British peace process that resulted in the Good Friday Agreement (GFA 1998) is seen as exemplary in this regard. Yet it lacks one of the mechanisms central to the idea of conflict resolution; ie a truth and reconciliation process. Truth and Reconciliation Commissions [TRCs] are widely used as a means for dealing with the *legacy* of political violence: 'healing' the trauma of victims, bringing about reconciliation by uncovering the truth about what happened.

Although the N/NI 'Troubles' are over, in the absence of a TRC, a war of words has developed, a meta-conflict about the conflict and how to deal with the aftermath: what kind of conflict was it? Who was to blame (the perpetrators)? Who were the 'real' victims? The meta-conflict is impervious to resolution by social research or social theory.

In the absence of a TRC and the ongoing meta-conflict, personal narrative has emerged as the default means for dealing with 'the past' and 'legacy issues'. Given the vicissitudes of the Irish/British Peace process and the new era signalled by the Ukraine/Russia war (*inter*-state conflict is back, and the gestures towards 'conflict resolution' have been supplanted by old-fashioned 'might is right'), we will be less interested in explaining conflict and the abstractions of social theory than in exploring the usefulness or otherwise of narrative methods such as oral history, autoethnography, memoir in negotiating the aftermath of conflict. N/NI is my touchstone, but you are free to explore your own case-study.

## Learning Outcomes:

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

- understand the nature of peace agreement in Ireland (GFA),
- locate the GFA in relation to debates about armed conflict and peace agreement elsewhere,
- recognise that alongside any physical conflict there is also an interlinked intellectual and theoretical meta-conflict about the nature of the conflict: who is to blame [perpetrators] and who has suffered [victims]
- assess the potential of narrative and narrative methods as a means of addressing the legacy of conflict: trauma, memory, truth, justice, reconciliation.

## Assessment:

Assessment will be by means of an essay (3000 words max) to be submitted by 12noon on **Tuesday 5 December 2023**. Essay titles will be circulated after reading week.

## Textbooks:

- Finlay, A. (2011) *Governing Ethnic Conflict*, Routledge (Ch1 Introduction and 5) [eBook tcd library accessible from home]
- O'Leary, B (2022) *A Treatise on Northern Ireland*, Volume I
- Alexander, J. [et al] (2004) *Cultural Trauma*, polity [chapter 1]
- Finn D. (2019) *One Man's Terrorist: A Political History of the IRA*, Verso
- McAtackney, L and Ó Catháin M [eds] (2023) *The Routledge Handbook of the Northern Ireland Conflict and Peace*. Routledge.
- Mamdani, M. (2020) *Neither Settler nor Native*, Harvard University Press, [Introduction and conclusion] [eBook tcd library]

If your knowledge of Irish history and/or 'the Troubles' is scant, you should check out the documentary series, *Once upon a time in Northern Ireland*, RTE Player

<https://www.rte.ie/player/series/once-upon-a-time-in-northern-ireland/10001831-00-0000?epguid=AQ10001832-01-0004>

## Fieldtrip

Integral to this module is a one-day field trip to Belfast [**Tuesday 17 October 2023**]. We will meet with a victims support group [WAVE] in the morning and in the afternoon a walking tour of the 'Peace Wall' between the 'two communities'. The Dept will cover the cost of the walking tour and the visit to WAVE, but not the evening meal at the Felons club. Students are responsible for making their own way to/from Belfast [train from Dublin Conolly to Belfast Lanyon Place recommended]

**SOP77031: Conflict Zones: Case Studies**

**Duration: Michaelmas Term**

**ECTS: 10 credits**

**Lecturer: Dr David Landy (dlandy@tcd.ie)**

### **Module description**

When is a conflict not a conflict? Or alternatively, how useful is it to understand Israel/Palestine as a conflict zone, as opposed to a permanent system of domination/displacement of a particular ethnic group over another. While Israel/Palestine has traditionally been understood as a paradigmatic example of a conflict based on race and ethnicity, this is now being replaced by the paradigm of apartheid applied to it, in particular by outside actors and NGOs. This module examines the various understandings of the area as alternatively a conflict zone, democracy under siege, apartheid regime, and system of colonial control.

This module examines both the situation and the reactions of the various parties, taking a critical look at Israeli and Palestinian responses to the conflict. The module also examines international interventions in the conflict – both what has motivated the extraordinary international interest in Israel/Palestine and the effect of this involvement.

The aim of the module is to understand the particular issue of Israel/Palestine, and to use this to develop approaches to conflict situations which has general application. Key debates that this class engages in is 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*.

Lentin, Ronit (ed.) 2018. *Traces of Racial Exception: Racializing Israeli Settler Colonialism*. Bloomsbury Academic: London

Haddad, Toufic. 2016. *Palestine Ltd.: Neoliberalism and Nationalism in the Occupied Palestinian Territory*. London: I. B. Tauris, SOAS

Matar, Dina. 2010. *What it Means to be Palestinian: Stories of Palestinian Peoplehood*. I.B. Tauris: London, 2010;

Zureik, Elia. 2016. *Israel's Colonial Project in Palestine*. London: Routledge



**SOP77062: *Statelessness and Forced Migration***

**Duration: Michaelmas 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 **Wednesday 6 December at 5pm**. This should be submitted to Turnitin on Blackboard. Penalties for late submission apply. Without an authorised extension, the mark given for the essay will be lowered by 10%. The essay will be graded according to the TCD School of Social Sciences and Philosophy Marking Scale.

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

1. Use of reading material:

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

2. Clarity of the presentation:

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

3. Creative elements and critique :

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

### **Key Readings**

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

- Fiddian-Qasmiyeh, E., Loescher, G., Long, K., & Sigona, N. (Eds.). (2014). *The Oxford handbook of refugee and forced migration studies*. OUP Oxford.
- Bloch, A., & Dona, G. (Eds.). (2018). *Forced Migration: Current Issues and Debates*. Routledge.
- McAdam, J. (Ed.). (2010). *Climate change and displacement: Multidisciplinary perspectives*. Bloomsbury Publishing.
- Betts, A., Loescher, G., & Milner, J. (2013). *The United Nations High Commissioner for Refugees (UNHCR): The politics and practice of refugee protection*. Routledge.
- Koser, K., & Martin, S. (Eds.). (2011). *The migration-displacement nexus: patterns, processes, and policies* (Vol. 32). Berghahn Books.
- Blitz, B. K., & Lynch, M. (Eds.). (2011). *Statelessness and Citizenship: A comparative study on the benefits of nationality*. Edward Elgar Publishing.
- Bloom, T., Tonkiss, K., & Cole, P. (Eds.). (2017). *Understanding Statelessness*. Taylor & Francis.
- Edwards, A., & Van Waas, L. (2014). Statelessness. In *The Oxford Handbook of Refugee and Forced Migration Studies*.
- Arendt, H. (1973). *The Origins of Totalitarianism*. 1951. San Diego and New York.
- Agamben, G. (1998). *Homo Sacer: sovereign power and bare life* Heller-Roazen D trans Stanford University Press. Stanford CA (first published in Italian in 1995).

<b>SOP77022:</b>	<b><i>Racism and Resistance</i></b>
<b>Duration:</b>	<b>Hilary Term</b>
<b>ECTS:</b>	<b>10 credits</b>
<b>Lecturer:</b>	<b>Dr Roderick Condon (condonro@tcd.ie)</b>

### **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 **Wednesday 17 April 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.

- Back, Les and Solomos, John (2000) *Theories of Race and Racism: A Reader*. London: Routledge.
- Back, Les and Solomos, John (1996) *Racism and Society*. London: Palgrave Macmillan.
- Bonnett, Alastair (2000) *Anti-racism* London; New York : Routledge.
- Lentin, Ronit and Elena Moreo (2012) *Migrant Activism and Integration from Below in Ireland*, edited by. London: Palgrave Macmillan.
- Lentin, Alana (2004) *Racism and Anti-Racism in Europe*. London, Pluto
- Nagle, Angela (2017) *Kill All Normies : Online culture wars from 4chan and Tumblr to Trump and the alt-right*
- Nyers, Peter and Kim Rygiel (2012) *Citizenship, Migrant Activism and the Politics of Movement* by (eds). Abingdon: Routledge
- Pilkington, Hilary (2016) *Loud and Proud: Passion and Politics in the English Defence League*
- Snow, David, Sarah Soule, and Hanspeter Kriesi (eds). (2007) *The Blackwell Companion to Social Movements*. Oxford: Blackwell.
- Tarrow, Sidney (2012) *Power in Movement: Social Movements and Contentious Politics*. Cambridge: Cambridge University Press.
- Tufekci, Zeynep (2017) *Twitter and Tear Gas: The Power and Fragility of Networked Protest*.
- Van Dijk, Teun (1991) *Racism and the Press*. London: Routledge.
- Van Dijk, Teun (1993) *Elite Discourse and Racism*. London: SAGE.

**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 18<sup>th</sup> 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**

Massey, D. et al. (1993). "Theories of International Migration: A Review and Appraisal", *Population and Development Review* 19(3): 431-466

Torpey, J. (2000). *The Invention of the Passport*. Cambridge: Cambridge University Press.

Messina, Anthony M. (2007). *The Logic and Politics of Post-WWII Migration to Western Europe*. Cambridge: Cambridge University Press

Afonso, Alexandre and Devitt, Camilla (2016) Comparative Political Economy and International Migration, *Socio-Economic Review*, 14, (3), p395 - 417

**SOP77072: *Gender and Race***

**Duration: Hilary Term**

**ECTS: 10 Credits**

**Lecturer: Dr Phil Mullen [mullenma@tcd.ie](mailto:mullenma@tcd.ie)**

**Module Description Overview:**

In a world shaped by the historical forces of colonialism and the struggle for gender equity, understanding the intersections of 'race' and gender is imperative. 'Race' as a category is still being read off the body. But 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? This module offers a comprehensive exploration of 'race' and gender, positioning them within broader social, political, and economic contexts to illuminate the linkages between colonialism, feminism, 'race', and gender. This module focuses on the significance of these intersections within the contemporary societal context, tracing their historical legacies from colonialism and the ongoing struggles and challenges to feminism. By employing colonialism and feminism as foundational lenses, this module not only fosters an analytical understanding of the interplay between 'race' and gender dynamics of how 'race' is represented and how it is experienced. Through critical exploration, students will gain an enriched understanding of the construction and manipulation of these concepts within the context of historical and contemporary power dynamics.

**Objective:**

The primary objective of this course is to unearth the intricate ways in which 'race', gender, colonialism, and feminism intersect, shaping dynamics of oppression and resistance in our society. We explore how they have been weaponised to perpetuate racism, sexism, and heterosexism. We embark on an epistemological journey to question the construction of knowledge. How are these categories socially constructed, and how do they tangibly influence people's lives? We investigate the intricate ways in which 'race' and gender intersect, driving structural reproduction through institutions and actions across generations. This exploration delves into the dynamics of change, where social structures and individual agency coalesce to mould 'raced' and gendered individuals.

**Learning Objectives:**

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

- Critically analyse and contextualise 'race', gender, colonialism, and feminism.
- Engage in nuanced critical thinking regarding the intersection of 'race', gender, colonialism, and feminism, and apply intersectionality to research.
- Comprehend the foundational and contemporary debates in 'race' and Gender Studies, encompassing intersectionality, sex and gender, femininity and masculinity, and gender identities.
- Discuss key theorists in the realms of 'race', gender, colonialism, and feminism, employing a Critical 'race' Theory approach.
- Construct and articulate well-informed arguments about the intricate intersections of 'race', gender, colonialism, and feminism in both written and spoken formats.



- We embark on a journey to comprehend how 'race' is both inscribed on bodies and constructed socially. Gender, as a complex concept, encompasses more than a binary understanding of women and men; it encompasses social relations, performances, and institutional frameworks.

### **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 (1500 words) and presentation

**30%**

2) End of module - 2500 words Essay. Students are expected to follow the style guidelines in the MPhil student handbook.

**70%**

### **Reading List**

Weekly chapter/article readings for class will be provided. (*Readings are subject to change*).

**There are no set texts but the following may be useful.**

- Connell, R. and Pearce, R. (2015). *Gender in World Perspective*, 3rd edition. Cambridge: Polity Press.
- Delgado, R. and Stefancic, J. (2017). *Critical 'race' Theory: An Introduction*, (3rd edition). New York: NYU Press.
- Hamad, R. (2020). *White Tears/Brown Scars. How White Feminism Betrays Women of Colour*. Berkeley, Calif: Catapult.
- Hill Collins, P.& Bilge, S (2016). *Intersectionality*. Cambridge: Polity Press.
- Loomba, A. & Sanchez, M. E. (eds). (2016). *Rethinking Feminism in Early Modern Studies: Gender, 'race', and Sexuality*. New York: Routledge.
- Messerschmidt, J. Yancey Martin, P. Mesner M. & Connell, R. (eds). (2018). *Gender Reckonings*. New York: NY University Press.
- Moreton –Robinson, A. (2000). *Talking up to the White woman - Aboriginal Women and Feminism*. University of Queensland Press

**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 Balázs Apor, Dr Catherine Barbour, Prof Clodagh Brook, Dr Hannes Opelz, Dr Zuleika Rodgers

**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 explored in this module are listed below.

**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. Nations and nationalism (Dr Balázs Apor)**

These seminars focus on the construction and development of national identities in Europe in modern times with a particular emphasis on the homogenising aspects of modern nationalism. The two cases studies discussed in the framework of this topic address the constructed nature of national identities in the context of the Soviet Union, and the most extreme outcome of nationalism’s homogenising ambitions: genocide.

**3. Intersectional Identities (Dr Catherine Barbour)**

In these seminars we will engage with key debates in contemporary feminism and gender studies, drawing on the framework of intersectionality to examine how gender interacts with minoritized and non-state identities. In what ways are issues relating to language, nation,

community and migration informed by discourses of gender? How do tensions between ‘centre’ and ‘periphery’ play out when interrogated through an intersectional feminist lens? If the nation is a heteropatriarchal construct, how do women writers envisage the collective imaginary, particularly in the context of minority languages and cultures? Our case studies consist of a range of texts written by women from Galicia, north-west Spain, a non-state nation where national identity is both highly contested and contentious.

#### **4. I still believe (Prof Clodagh Brook)**

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

#### **5. 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.

#### **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 by completing two assignments:

- (1) A piece of reflective writing (1,500 words) in response to the workshop (worth 20%), to be submitted by the Friday of Teaching Week 10 (Calendar Week 31);
- (2) An essay (3,500 words) on one of the core topics studied in the module (worth 80%), to be submitted by the Friday of Trinity Week (Calendar Week 35).

For more details on the assessment of this module (presentation guidelines, sample essay titles, etc.), please consult the module on Blackboard.

Please note: students who are *not* enrolled in the Identities & Cultures of Europe programmes (and who therefore join this module from other degree programmes) are exempt from completing the first component of the above assessment (i.e. the piece of reflective writing). They are thus required to complete only the second component (i.e. the essay), worth 100% in their case.

## **Indicative bibliography**

### **Topic 1**

- Boyarin, J., *The Unconverted Self: Jews, Indians, and the identity of Christian Europe* (Chicago UP, 2009).
- Cheyette, B. and Marcus, I. (eds), *Modernity, Culture, and 'the Jew'* (Stanford UP, 1998).
- Goldberg, C. A., *Modernity and the Jews in Western Social Thought* (Chicago UP, 2017).

### **Topic 2**

- Anderson, Benedict, *Imagined Communities* (Verso, 1983).
- Kaye, James, and Stråth, Bo, *Enlightenment and Genocide: Contradictions of Modernity* (Peter Lang, 2000).
- Martin, Terry, *The Affirmative Action Empire: Nations and Nationalism in the Soviet Union, 1923-1939* (Cornell UP, 2001).

### **Topic 3**

- Marica Campo, *Memoir for Xoana*, trans. by Kathleen March (Small Stations Press, 2021).
- Eva Moreda, *Home Is Like A Different Time*, trans. by Craig Patterson (Francis Boutle Publishers, 2019).

### **Topic 4**

- Braidotti, Rosi, ed., *Transformations of Religion and the Public Sphere: Postsecular Publics* (Palgrave MacMillan, 2014).
- Brook, Clodagh, *Screening Religions in Italy: Contemporary Italian Cinema and Television in the Post-secular Public Sphere* (University of Toronto Press, 2019).
- Habermas, Jürgen, 'Notes on a Post-Secular Society', *Sign and Sight*, 2008 [online, open access].

### **Topic 5**

- Malabou, Catherine, *What Should We Do with Our Brain?*, trans. Sebastian Rand (Fordham UP, 2008 [2004]).
- Malabou, Catherine, *Ontology of the Accident: An Essay on Destructive Plasticity*, trans. Carolyn Shread (Polity Press, 2012 [2009]).

- Malabou, Catherine, *Morphing Intelligence: From IQ Measurements to Artificial Intelligence*, trans. Carolyn Shread (Columbia UP, 2019 [2017]).

### **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 the various fields and disciplines covered in the core topics.
- Critically assess textual and audio-visual forms through systematic reflection and close reading of select passages from various works and artefacts.
- Develop critical and analytical skills through reflective and academic 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**

**SOP77020:**                    **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 2024**.

### 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**

O'Leary, Zina. 2017. *The Essential Guide to Doing your Research Project*. Los Angeles: Sage.

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

Silverman, David. 2010. *Doing Qualitative Research: A Practical Handbook* (3rd edition). London: Sage. Companion website at <http://www.uk.sagepub.com/silverman>

## **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:

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

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

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

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

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

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

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

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

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

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

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

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

## Plagiarism and Referencing Guide

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

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

- a) copying another student's work;
- b) enlisting another person or persons to complete an assignment on the student's behalf;
- c) procuring, whether with payment or otherwise, the work or ideas of another;
- d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
- e) paraphrasing, without acknowledgement, the writings of other authors.

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

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;



- (iv) come across a distinctive methodology or idea and fail to record its source. All the above serve only as examples and are not exhaustive.

### **Plagiarism in the context of group work**

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism. When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

### **Self-Plagiarism**

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

### **Avoiding Plagiarism**

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

If plagiarism as referred above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean.

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

- **Level 1:** Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
- **Level 2:** Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;
- **Level 3:** Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

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

under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

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

### **Plagiarism Declaration**

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

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

I have also completed the Online Tutorial on avoiding plagiarism ‘Ready Steady Write’, located at <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.

----- O -----

**Second Class, First Division II.1 60-69**

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

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

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

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

- 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.

----- O -----

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

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

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

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

----- O -----

**Third Class Honors III 40-49**

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

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

----- O -----  
**Fail F1 30-39**

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

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

----- O -----  
**Bad Fail F2 0-29**

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

----- O -----  
**Resubmission of failed 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%).