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Introduction and Welcome

Dear Students,

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

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

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

Staff from the Department of Sociology, the School of Social Sciences and Philosophy and School of Ecumenics are involved in the delivery of this programme, contributing to its diverse and multi-disciplinary offering. All are very welcoming to interaction with you as students of this programme and I encourage you to make the most of this, particularly when it comes to choosing your dissertation topic.

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

Best wishes,

____________________________
Dr Anne Holohan
Course Director
Section 1: General Information and Course Regulations
Course Administration

Address
Room 3.01, 3rd Floor, 3 College Green

Opening Hours
Monday – Thursdays 9.00 – 13.00 and 14.00 – 16.00
Fridays 9.00 – 13.00 and 14.00 – 16.00

Telephone 01 896 2701

Email sociology@tcd.ie

Website www.tcd.ie/sociology

Course Administrator Ms Jessie Smith, 01 896 2701, sociology@tcd.ie

Course Director Dr Anne Holohan, 01 896 1478, aholohan@tcd.ie
Office Hours: Wednesday, 9am-1pm.

Course Learning Outcomes

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

- Identify the techniques used by states and international agencies to manage population movement and conflict, their social and cultural impact and the responses they elicit
- derive, explain and critically evaluate debates on race, ethnicity, conflict, human rights and population movement
- analyse conflict and post conflict societies, peace processes, migration, nomadism, racism and anti-racism at Irish, European and global levels
- identify, understand and critically evaluate theoretical and research literature in the field of race, ethnicity, conflict, human rights and migration
- apply and compare different research methods in these fields
- conduct independent research of a theoretical or substantive nature in specific fields of race, ethnicity and conflict
- write theses and research reports to a professional standard
- communicate that research through oral presentations for an academic audience
- be qualified to work in policy and research in these fields in Ireland and abroad.
# Academic Year Structure 2015/16

<table>
<thead>
<tr>
<th>Term 1 -Michaelmas Term</th>
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<tbody>
<tr>
<td>21 September 2015</td>
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<td>21 September 2015</td>
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<td>28 September 2015</td>
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<tr>
<td>9 November 2015</td>
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<td>18 December 2015</td>
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<tr>
<th>Term 2 – Hilary Term</th>
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<tbody>
<tr>
<td>18 January 2016</td>
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<tr>
<td>29 February 2016</td>
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<tr>
<td>08 April 2016</td>
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<tr>
<th>Dissertation</th>
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<tbody>
<tr>
<td>11 April – 31 August 2016</td>
</tr>
<tr>
<td>31 August 2016</td>
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</table>
**Course Structure**

The programme consists of **three** mandatory core modules (each worth 10 credits); **6 optional modules** (each worth 5 credits); and a 20,000 word dissertation (30 credits). Students are required to accumulate **90 credits** in total.

### Compulsory Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO7001</td>
<td>Race &amp; Ethnicity: Theoretical Concepts</td>
<td>10</td>
<td>Dr David Landy</td>
</tr>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>10</td>
<td>Professor Richard Layte, Dr Mark Ward</td>
</tr>
<tr>
<td>SO7035</td>
<td>Colonialism, Conflict and Liberal Intervention</td>
<td>10</td>
<td>Dr Andrew Finlay</td>
</tr>
<tr>
<td>SO7020</td>
<td>Dissertation</td>
<td>30</td>
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### Optional Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>ECTS</th>
<th>Lecturer</th>
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</thead>
<tbody>
<tr>
<td>SO7006</td>
<td>Race, Ethnicity and Social Policy</td>
<td>5</td>
<td>Dr Elaine Moriarty</td>
</tr>
<tr>
<td>SO7017</td>
<td>Conflict Zones: Case Studies</td>
<td>5</td>
<td>Dr Jose Guiterrez</td>
</tr>
<tr>
<td>SO7018</td>
<td>Labour, Migration, Conflict</td>
<td>5</td>
<td>Dr Camilla Devitt</td>
</tr>
<tr>
<td>SO7037</td>
<td>Race, Ethnicity and Education in Europe and North America</td>
<td>5</td>
<td>Dr Daniel Faas</td>
</tr>
<tr>
<td>SO7036</td>
<td>Contemporary Sources of Conflict</td>
<td>5</td>
<td>Dr Anne Holohan</td>
</tr>
<tr>
<td>SO7038</td>
<td>International Human Rights Law</td>
<td>5</td>
<td>Dr Colin Smith</td>
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<tr>
<td>EM7436A</td>
<td>Gender, War and Peace</td>
<td>5</td>
<td>Dr Gillian Wylie</td>
</tr>
<tr>
<td>EM7440A</td>
<td>Rethinking European Citizenship</td>
<td>5</td>
<td>Dr Gillian Wylie</td>
</tr>
<tr>
<td>EM7435A</td>
<td>UN and Conflict Resolution</td>
<td>5</td>
<td>Dr Etain Tannam</td>
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# Course Timetable 2015/16

## Term 1 – Michaelmas Term

28 Sept – 18 December 2015 (Reading Week 9-13 November 2016)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>SO7001</td>
<td>Race &amp; Ethnicity: Theoretical Concepts</td>
<td>Dr David Landy</td>
<td>Wednesday 12.00-13.30</td>
<td>AP0.09</td>
</tr>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>Prof Richard Layte</td>
<td>Thursday 14.00-15.30</td>
<td>PX201 &amp; 1013 Arts Building (Teaching Wk 12 only)</td>
</tr>
<tr>
<td>SO7035</td>
<td>Colonialism, Conflict and Liberal Intervention</td>
<td>Dr Andrew Finlay</td>
<td>Wednesday 16.00-17.30</td>
<td>PX206</td>
</tr>
<tr>
<td>SO7006</td>
<td>Race, Ethnicity &amp; Social Policy</td>
<td>Dr Elaine Moriarty</td>
<td>Thursday 09.00-10.30</td>
<td>PX201</td>
</tr>
<tr>
<td>EM7435A</td>
<td>United Nations and Conflict Resolution</td>
<td>Dr Etain Tannam</td>
<td>Tuesday 11.00-13.00</td>
<td>G16</td>
</tr>
<tr>
<td>SO7017</td>
<td>Conflict Zones: Case Studies</td>
<td>Prof Jose Guitierrez</td>
<td>Tuesday 15.00-16.30</td>
<td>5012 Arts Building</td>
</tr>
<tr>
<td>EM7440A</td>
<td>Rethinking European Citizenship</td>
<td>Dr Gillian Wylie</td>
<td>Online</td>
<td>Online</td>
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</tbody>
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*This class will take place on a Friday for Teaching Weeks 9, 10 and 11.*
## Term 2 – Hilary Term
18 January – 8 April 2016 (Reading Week 29 February - 4 March 2016)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Lecturer</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>SO7001</td>
<td>Race &amp; Ethnicity: Theoretical Concepts</td>
<td>Dr David Landy</td>
<td>Wednesday 12.00-13.30</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7002</td>
<td>Research Methods</td>
<td>Dr Mark Ward</td>
<td>Thursday 16.00 – 17.30</td>
<td>3106 Arts Building</td>
</tr>
<tr>
<td>SO7035</td>
<td>Colonialism, Conflict and Liberal Intervention</td>
<td>Dr Andrew Finlay</td>
<td>Wednesday 16.00-17.30</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7018</td>
<td>Labour, Migration, Conflict</td>
<td>Dr Camilla Devitt</td>
<td>Tuesday 12.00 – 13.30</td>
<td>2.16 Foster Place</td>
</tr>
<tr>
<td>SO7036</td>
<td>Contemporary Sources of Conflict</td>
<td>Dr Anne Holohan</td>
<td>Thursday 10.00 – 11.30</td>
<td>PX201</td>
</tr>
<tr>
<td>SO7037</td>
<td>Race, Ethnicity &amp; Education in Europe &amp; North America</td>
<td>Dr Daniel Faas</td>
<td>Thursday 14.00 – 15.30</td>
<td>AP2.03</td>
</tr>
<tr>
<td>SO7038</td>
<td>International Human Rights Law</td>
<td>Dr Colin Smith</td>
<td>Wednesday 09.00 – 10.30</td>
<td>PX201</td>
</tr>
<tr>
<td>EM7436A</td>
<td>Gender, War and Peace</td>
<td>Dr Gillian Wylie</td>
<td>Tuesday 14.00 – 16.00</td>
<td>G16</td>
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Course Regulations

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

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

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

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

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

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

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

**Student Supports**

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

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

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

**Careers Advisory Service**
The College Careers Advisory Service is available to offer advice to students and graduates on career prospects. Further information can be found on their website [http://www.tcd.ie/Careers/](http://www.tcd.ie/Careers/)
Section 2: Module Outlines and Course Requirements
SO7001: *Race and ethnicity, theoretical concepts*

**Duration:** Michaelmas and Hilary Terms

**ECTS:** 10 credits

**Teaching staff:** Dr David Landy

**Aims**

There is nothing ‘natural’ about labelling and reading people according to racial categories, it is a socially constructed category of practice, albeit a vitally important one in contemporary society. Race, along with class and gender is one of the main ways through which people understand themselves and others, and also how contemporary social institutions read and treat people. But how do we make sense of ‘race’ and how is it used to make sense of the world?

By seeing race, not as a naturally given property of individuals and groups but rather as a historically contingent signifier and a language used to categorise self and others, this module aims to critically theorise and contextualise race and ethnicity, locating it within historically constructed social, political and economic relations, in particular within modern forms of state governmentality. The purpose of the module is to provide a theoretical underpinning into understanding race and ethnicity.

**Learning outcomes**

Upon completion, students are expected to be able to critically:

- evaluate theoretical concepts in the field of race, ethnicity and racism.
- explain and critically evaluate race and ethnicity as social and political constructions
- recognise the cultural and discursive manifestations of racial categories
- theorise the links between race and state
- evaluate policies of multiculturalism, interculturalism and integration
- discuss recent socio-political developments in relation to immigration, asylum, racism and citizenship in Ireland and abroad
- apply theoretical models to debates on racism and genocide
- conceptually link racialisation, hybridity and diaspora
- link theories of race and ethnicity with theories of ethno-national conflict
- intersect race and racism with gender and class

**Delivery**

The module is delivered in 22 seminar slots consisting of a lecturing input, student participation and informal presentations. Students are expected to read before each session to facilitate discussion.
Main topics

The module will examine how theoretical understandings of race and ethnicity can help us understand the practical manifestations of these issues in Ireland and globally. Students will be introduced to a variety of texts, approaches and debates in the area of race and ethnicity, and are encouraged to discuss these concepts with reference to actual popular representations of ‘race’ and their own experiences. The main topics covered will be:

1. Theorising race and identity
2. Race and the state
3. Race, gender and class
4. Media and cultural representations of race
5. Race and racism in Ireland
6. Modern forms of European racism – Islamophobia and anti-migrant racism
7. The global North and South – colonialism and development
8. How race is managed – multiculturalism and integration
9. Alternative ways of theorising the self and others – hybridity, cyborg theory and diaspora
10. Racism and anti-racism

Module Texts

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


**Course notes**: Blackboard

Assessment

The assessment for this module is in two parts. Prior to writing the final essay on a theoretical topic of your choice (in consultation with the lecturer), you will be asked to submit a 300 words abstract (due week 10 of the Hilary Term). At the end of week 10 of the Hilary Term you will submit an essay (max 3000 words). Submission dates to be arranged.
**SO7002:**  
*Research methods and the research project*

**Duration:**  
Michaelmas and Hilary Terms

**ECTS:**  
10 credits

**Teaching staff:**  
Prof. Richard Layte and Dr Mark Ward

**Aims**

This module provides an overview of research methodologies in the social sciences, with particular reference to completing an independent research project within ethnic and conflict studies. We take both a theoretical and practical look at researching - on one hand we discuss the background to the various methodological approaches, the centrality of strong research design, issues of ethics and of representation within a research project and more. On the other hand, the module is eminently practical – reviewing the main quantitative and qualitative research techniques and where they fit into a research design, discussing the specific issues that students are likely to face while researching this particular field, and addressing the practical issues in writing up a research dissertation.

The aim of the module is to provide the conceptual and theoretical framework within which students can place the different methodological techniques taught in the course. The module provides the practical skills necessary for students to develop their own research proposals, carry out a piece of research and write up their end of year research dissertation as well as developing the skills for independent research in the social sciences over the longer-term.

**Learning outcomes**

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

- Understand the key theoretical and conceptual issues in methodology in the social sciences
- Understand the specific issues faced by researchers in ethnic and conflict studies
- Deploy the main qualitative and quantitative methodological techniques used in sociology
- Link methodological techniques to an overall research design
- Discuss and critically evaluate your own and other people’s research projects
- Write a proposal for your own research projects

**Delivery and syllabus**

The seminars are a mixture of lectures and practical workshops, where you can gain a hands-on practical understanding of the various research techniques and where you can discuss your own research ideas with your peers. You will be set various small tasks (analyse a short interview,
conduct a piece of field work etc) which, though they will not be assessed, you will be expected to undertake in order to proceed in the module.

The module moves from the general to the particular. In the first term we look at theoretical backgrounds to methodological approaches and at the issue of research design. This is followed by sections that explore different research methods in the social sciences including both qualitative and quantitative techniques.

In the second term the primary focus is on the design of the students’ own research projects for the dissertation. We look at the development of specific research questions guiding your research, the integration of theory and methodology, and the various practical problems and dilemmas to be solved in the design process. The main teaching and learning method in the second term are workshops.

**Module Texts**


**Assessment**

The deadline for dissertation proposals is the end of the Hilary Term. Dissertations are to be submitted by 31 August 2016.
SO7035: Colonialism, Conflict and Liberal Intervention

Duration: Michaelmas and Hilary Terms
ECTS: 10 credits
Teaching staff: Dr Andrew Finlay

Aims

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

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

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

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

Learning Outcomes

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

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

Delivery

The module is delivered in seminar slots consisting of a lecturing input, student participation and informal presentations. All students will be expected to read key readings before each session to facilitate discussion.

Syllabus

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

Module Texts

Texts:


**Course notes:** Blackboard

**Assessment**

The module is assessed through a reflective journal submitted at the end of the module. Each student will assume responsibility for summarising and critiquing the key reading in one class per semester. This is compulsory but not formally assessed.
SO7037: Race, Ethnicity and Education in Europe and North America

Duration: Hilary Term
ECTS: 5 credits
Teaching staff: Dr Daniel Faas

Aims

This module focuses on the educational challenges arising from migration-related cultural and religious diversity in Europe and North America. The most important forms of migration that have shaped post-war Europe are colonial migration, ‘guest worker’ migration, repatriation of co-ethnic minorities in their country of origin (see Germany), illegal immigration, circular and temporary migration and new forms of intra-European mobility. The question of the reception of and reaction to the political and educational changes evoked through immigration is central. Following an introduction into transatlantic theoretical approaches to the study of migration, we adopt a case-study approach to compare and contrast similarities and differences within Europe and between Europe and North America. Educational systems have a crucial role in balancing cultural diversity and social cohesion. Our emphasis is on assessing educational policies and practices in old migration host societies (such as Germany, Denmark, Britain and Canada) as well as new migration hosts (including Greece, Poland, Ireland and Portugal). Although there are converging responses among countries both in education and society at large including antidiscrimination rights and a focus on language learning, there is considerable divergence for instance with regard to transforming curricula, textbooks and improving access to citizenship. Our discussion situates these educational responses into broader governmental approaches to migration. The module features two guest lectures.

Learning Outcomes

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

- critically discuss concepts like citizenship, multiculturalism, and integration;
- compare and contrast different educational policies and practices in old and new migration host societies;
- engage in current academic and educational policy debates;
- assess converging and diverging educational responses to migration in Europe;
- enhance your writing, debating, time management and PowerPoint presentation skills.

Delivery

The module is organised around 11 seminars consisting of a lecturing input followed by discussion. There will be two guest lectures, a movie week and student-led presentations. The
group presentations take PowerPoint format and should not simply summarise texts from the reading list but engage with seminar topics.

Assessment

The module is assessed by a 2,000 word essay and a group presentation. The essay may be on the same or a different topic to the presentations. The essay is submitted at the end of Hilary Term and should demonstrate critical engagement with the relevant literature.

Module Texts

Theoretical texts:


General migration and education texts:


Empirical case studies:


**SO7018: Labour, Migration, Conflict**

**Duration:** Michaelmas Term

**ECTS:** 5 credits

**Teaching staff:** Dr Camilla Devitt

**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 Europe, but comparative references to other parts of the world are made.

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

- the main theories of international labour migration,
- the evolving role of the state in governing immigration
- theories on the main drivers of immigration policies
- the growth of extreme right political parties in Europe
- conflicts concerning Muslim practices in Europe
- violent conflict involving ethnic minorities and immigrants.

**Delivery**
The module is delivered in 11 seminar slots consisting of a lecturing input followed by discussion; in selected slots from week 3 onwards there will be short presentations by students on selected topics.

**Assessment**
The module is assessed by one essay (2000 word Max.).

**Module Texts**


SO7038: International Human Rights Law

Duration: Hilary Term
ECTS: 5 Credits
Teaching Staff: Dr Colin Smith

Aims

This module will consider the philosophical origins of human rights and their status in international, regional and domestic law and policy. The key focus of the module will be the modern human rights movement which can be traced to the foundation of the United Nations in 1945 and the adoption of the Universal Declaration three years later. The mechanisms for the promotion, implementation and protection of human rights including through intergovernmental and non-governmental organisations and the relationship between international and regional systems and Irish law will be critically evaluated. This module will also reflect on the indivisibility of human rights and the relationships between different human rights principles are given particular analysis. We will also consider whether human rights standards are or should be regarded as universal or whether different cultural principles or interpretations of human rights norms are also acceptable. This module places particular emphasis on egalitarian principles and the situation of black and ethnic minority people, migrants and women.

Learning outcomes

Upon completion of the module, students will be expected to:

- Have a clear understanding of the international human rights system and how human rights are protected under international law.
- Critically analyse human rights practices and policies at the international and national levels
- Apply international human rights law to contemporary issues.

Delivery

The module is delivered over 11 seminars consisting of a lecturing input followed by an open discussion. Students are required to do presentations on particular topics from week four onwards.
Syllabus

The main topics covered by the module are:

1. Historical evolution of human rights
2. International and regional human rights systems
3. Civil and political rights v economic and social rights
4. Human rights and the elimination of racial discrimination
5. Women and human rights
6. Human rights of refugees and migrants
7. Human rights developments in Ireland
8. The role of NGOs in realising human rights

Module Texts


A detailed reading list will be provided.

Assessment

Assessment is by way of one written assignment of 2,500 words in which students will be encouraged to pursue a particular topic of interest.
**SO7017: Conflict Zones: Case studies - Colombia**

**Duration:** Hilary Term

**ECTS:** 5 credits

**Teaching staff:** Dr Jose Gutierrez

**Aims:**

Colombia represents the longest running civil conflict in the Western Hemisphere and a massive humanitarian tragedy in today’s world: it is the country with the highest displaced population and attacks against civil society representatives are systematic and lethal. In Colombia, a number of conflict intertwine in an ongoing cycle of violence spanning for over six decades: an armed conflict co-exists with a broader social conflict; an agrarian conflict co-exists with the current narratives of the War on Terror and the War on Drugs.

The module examines the origins and development of this conflict, the intervention of outside States (mainly the US) and their interests in this internal conflict, as well as responses to endemic violence —ranging from the culture of self-defence to human rights defenders. The impact of such a long running civil conflict in the structures of society will be also explored in order to develop critical analysis in relation to conflict representation, human rights discourses and the use of international humanitarian law.

**Learning outcomes**

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

- Understand and being able to apply conflict theories through the intensive analysis of a paradigmatic case.

- Develop a critical understanding of the place of Colombia in the light of current developments in Latin America.

- Develop a critical understanding of human rights discourses and of international humanitarian law in the light of the Colombian case.

- Develop a solid understanding of the global dimension of particular conflicts, in the light of dominant discourses such as the War on Terror or the War on Drugs

**Working methods and syllabus**

The module is delivered through 11 seminars. The first half will consist of a lecture, the second half will consist of exercises and discussions. Readings will have to be done before each class and a 200 hundred word commentary of the main weekly reading will be required on each seminar.
The main topics covered in this module are

- Setting the stage: sociological theories of conflict
- Colombia, history of turmoil –from the independent republic to the ‘independent republics’
- Agrarian conflict, land grabbing, accumulation by dispossession
- The politics of exclusion and extermination
- Hemispheric Security, intervention through invitation and strategic subordination
- The narcotics’ dimension
- Terrorism, human rights and international humanitarian law
- Identities in conflict: class, gender and race
- Geopolitics of conflict and the raise of paramilitarism
- Peace negotiations, truth commissions and historical memory

**Assessment**

Assessment is based on the weekly commentaries (30%) and a final essay where the student will be required to demonstrate her/his capacity to critically link theory to a particular aspect of the actual conflict (70%).

**Readings**

Hristov, Jasmin, *Blood and Capital, the Paramilitarization of Colombia*, Ohio University Center for International Studies, 2009, Chapters 2, 3.

Leech, Garry *The FARC, the Longest Insurgency*, Zed Books, 2011, Chapters 3,4,5.

LeGrand, Catherine, "Agrarian Antecedents of the Violence", in *Violence in Colombia, The Contemporary Crisis in Historical Perspective*, Edited by Charles Bergquist, Ricardo Penaranda, Gonzalo Sanchez, Scholarly Resources Books, 1992, pp.31-50


Pearce, Jenny: Colombia, Inside the Labyrinth, LAB, 1990. Chapters 1.2, 1.3, 2.3, 2.4, 3.1

SO7006: Race, Ethnicity and Social Policy

Duration: Michaelmas Term

ECTS: 5 credits

Teaching staff: Dr Elaine Moriarty

Aims

This module explores the relationship between race and the organisation of society by the state and its agencies, by undertaking a critical examination of policies, practices and legislation related to ethnic and racial issues in Ireland. The module will locate race and contemporary social policy in the context of the social, cultural and political changes associated with globalisation and Europeanisation. In examining the problematic and contested nature of the concepts of race and ethnicity, the module will examine how ascriptive classification (based on notions of race) conditions social policy and its delivery. This will involve exploring the principles underpinning particular sources of identity and difference and a consideration of how such recognition/representation may be occasioning policy, deliberately and inadvertently. This exploration will include frameworks of equality, anti racism and multiculturalism as interventions which seek to promote cultural pluralism and justice.

The module will trace the development of policy regarding ethnic minorities in Ireland from the first significant piece of legislation concerning Travellers in 1963 through the various pieces of legislation and policy introduced since regarding Travellers, asylum, refugee and immigration issues. Thus, in aiming to explore and develop students’ awareness of the role of social policy in ethnic and racial issues in an Irish context, the module aims to put theory into context and deepen students’ understanding of how policy impacts on the daily lived experiences of members of minority ethnic communities, refugees, asylum seekers and immigrants.

Learning Outcomes

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

- Understand and discuss key concepts relating to race, ethnicity and social policy;
- assess race and social policy in the context of globalisation and Europeanisation;
- critically examine policies, practices and legislation related to ethnic and racial issues in Ireland;
- identify and assess the dominant discourses adopted and enacted by the state with regard to members of ethnic minority communities, refugees, asylum seekers and immigrants;
- critically evaluate how policy impacts on the daily lives of members of ethnic minority communities, refugees, asylum seekers and immigrants.
Delivery

The module will be organised around 11 seminars in MichaelmasTerm. The module will include guest lectures, field trips, seminars and student led presentations.

Module Texts


Assessment

Students will be assessed through the completion of a written group project (2 - 3,000 words), based on student-led class presentations, which critically evaluates an aspect of social policy in a relevant area.
EM7435A: United Nations and Conflict Resolution

Duration: Hilary Term
ECTS: 5 credits
Module Code: EM7435A
Teaching staff: Dr Etain Tannam

Aims
The aim of this course is to examine and evaluate the role of the UN in maintaining peace, in the light of international relations theory.

Learning Outcomes
On successful completion of this module students should be able to:

- Evaluate the United Nations’ decision-making process
- Evaluate the success of the UN in conflict resolution and peace-building
- Apply international relations theory to cases of the United Nations and conflict resolution
- Communicate arguments and positions clearly and effectively in both verbal and written form, based on evidence and critical reasoning.

Working Method
One hour lecture and one hour seminar per week, consisting of a lecturing input, student participation. Students are expected to read before each session to facilitate discussion.

Assessment
One 3000 word essay.

Syllabus
• IR Theory 1
• IR Theory 2
• The UN’s decision-making process-Security Council
• The General Assembly and Secretariat
• The UN and Conflict
• The UN and Human Rights
• The UN and the Balkans
• The UN and Cyprus
• The UN and the Middle East
• UN Reform
• Assessing the UN

Module Texts


**EM7436A: Gender, War and Peace**

**Duration:** Hilary Term

**ECTS:** 5 credits

**Module Code:** EM7436

**Teaching staff:** Dr Gillian Wylie

**Aims**

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

**Learning Outcomes**

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

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

Assessment
3,000 word essay.

Syllabus

Outline of Lectures and Seminars

Part 1 - Understanding Gender
Week 1: The conceptual groundwork: gender, gendered societies, gender order
    Seminar: class discussion 13/1
Week 2: The conceptual groundwork: gendered violence/gendered peace
    Seminar: class discussion 20/1

Part 2 - Gender and War
Week 3: Gender and War (1) Men, Masculinities and War
    Seminar: class discussion 27/1
Week 4: Gender and War (2) Women, Femininities and War
    Seminar: class discussion 3/2
Week 5: Sexual Violence in War
    Guest seminar Dearbhla Glynn – independent film maker 10/2
Week 6: Sexual Violence - impunity and post-conflict justice
    Seminar: ICTY DVD and discussion 17/2

Week 7: Reading Week

Gender and Peace

Week 8: Women and Peace
    Seminar: Leanne Doyle (PhD researcher): feminist peace activism in former Yugoslavia 3/3
Week 9: Film and discussion: Pray the Devil Back to Hell

Week 10: Women, peace and security: UN Resolution 1325 & 1820 etc.
  Seminar: Sinead Walsh (PhD researcher): women, peace and security in Armenia and Azerbaijan (week of 17th March)

Week 11: Men and Peace
  Seminar: Caroline Munyi (PhD researcher): engaging men to end GBV in Kenya 24/3

Week 12: Conclusions: Engendering international peace and security
  Guest Seminar Deirdre Campbell the work of the Irish Consortium on GBV 31/3

Module Texts


**SO7036: Contemporary Sources of Conflict**

**Duration:** Hilary Term

**ECTS:** 5 credits

**Module Code:** SO7036

**Teaching staff:** Dr Anne Holohan

**Aims**

The aim of this course is to examine and evaluate the relationship between 21st century sources of conflict.

**Learning Outcomes**

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

- Evaluate the significance of key contemporary issues as threats to peace
- Evaluate key issues and their interrelationship in threats to peace
- Communicate arguments and positions clearly and effectively in both verbal and written form, based on evidence and critical reasoning.

**Working Method**

Two hours seminar per week, consisting of a lecturing input by a variety of guest lecturers from inside and outside TCD, and student participation. Students are expected to read before each session to facilitate discussion.

**Assessment**

Joint (two students) detailed poster presentation of the two most significant challenges and their inter-relationship, in those students estimation. These will be evaluated by the course coordinator.

**Syllabus Topics**

- Climate Change
• Inequality
• Economic Extremism: Neo-Liberal Orthodoxy
• The Corporation and Tax Evasion: Organized Crime?
• Weakness of Global Labour
• Extremist religious movements
• Migration
• Gender Inequalities
• Chinese Perspective on Global Challenges
• Indian Perspective on Global Challenges
• Brazilian Perspective on Global Challenges

**Module Texts**


**Additional Readings will be assigned in HT.**
**EM7440A: Rethinking European Citizenship – A Virtual Exchange Programme for Students Across Europe**

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<thead>
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<th>Duration:</th>
<th>Hilary Term</th>
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<td>Module Code:</td>
<td>EM7440</td>
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<td>Teaching staff:</td>
<td>Dr Gillian Wylie</td>
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**EUROPE ON THE EDGE:**

**REDEFINE POLITICS FOR THE 21ST CENTURY**

**A VIRTUAL EXCHANGE PROGRAMME FOR STUDENTS ACROSS EUROPE**

July 2015

**THE SHARING PERSPECTIVES FOUNDATION**

The Sharing Perspectives Foundation (SPF) is a non-profit non-governmental organisation dedicated to providing students and academics across Europe with an opportunity to collaboratively study contemporary issues online. Our virtual exchange (VE) programmes stimulate students and academics to cooperate effectively through new media technology and social networks. We provide online classrooms to directly bridge theory and practice by making the classroom itself a venue for cross-cultural exchange.

**EUROPE ON THE EDGE**

The 2015-16 programme is called ‘EUROPE ON THE EDGE: Redefine Politics for the 21st
Century’ and has as its primary aim to bring together youth from over 10 EU countries to rethink from their perspective what being a citizen means in 21st Century Europe.

The current understanding of political engagement is limited, based mainly on traditional concepts such as voting. This framework, in being exclusive rather than inclusive, has some serious implications for how we relate to others and the world around us.

During ten weeks, students will follow webinars from experts in their field addressing contemporary European issues underpinned by the concept of citizenship. Guided by U.N. accredited facilitators, the students will meet weekly online for seminars to explore their different perspectives on issues such as immigration and statelessness, consumerism and the environment, equality and representation. Additionally all participants will collectively implement a European-wide primary survey research into the perceptions of European citizenship among youth across different national and socioeconomic boundaries and each student will independently conduct an in-depth interview. The programme culminates in a summit held in Brussels for the highest graded participants who will interact with EU officials and present their findings.

TEACHING

The programme is a virtual exchange, which means that most of the learning takes place online and that the emphasis of the programme lays on the interaction between the students from different countries: the virtual exchange. The programme is built around four different activities:

- We use webinars and video-presentations to provide students with academic content on contemporary European issues underpinned by the concept of citizenship;
- We use tailored video-conference technology to host weekly seminars with students from different countries to reflect on that content. These sessions are facilitated by U.N. accredited facilitators;
- We organise a European-wide primary survey research conducted by all participants, to gain a sense of the different viewpoints of young people in Europe on the concept of citizenship;
- and finally, for a selected group of students there is the opportunity to travel to Brussels to present their findings to European policy makers.

PARTICIPATING UNIVERSITIES
The design of the curriculum and management of the programme is led by the Sharing Perspectives Foundation in close collaboration with our partner universities. Professors from these universities are invited to teach throughout the virtual exchange programme. The following universities are participating in this programme:

- Institute of European Studies and Vesalius College, Free University of Brussels, Belgium
- Department of IR and European Studies, University of Nicosia, Cyprus
- European College, University of Tartu, Estonia
- Network for European Studies, University of Helsinki, Finland
- Faculty of Political Science, University of Osnabrück, Germany
- School of Political Sciences, Aristotle University of Thessaloniki, Greece
- Institute of International Studies, Corvinus University in Budapest, Hungary
- Irish School of Ecumenics, Trinity College Dublin, Ireland
- Next Generation Global Studies Group, University of Padova, Italy
- Utrecht Centre for International Studies, Utrecht University, Netherlands
- Department of Political Science and Contemporary History, AGH University of Science and Technology, Poland
- Department of Politics & International Studies, Coventry University, UK

**COURSE DESCRIPTION**

Citizenship is often defined through limited concepts such as voting or membership of a political party. However, young people are (politically) engaged in many different ways. This programme is based on the premise that the current understanding of citizenship is exclusive and limiting, consequently, many different ways of being a citizen are missed, especially in the younger generation who use new ways to communicate, interact and express themselves politically.

This framework, in being exclusive rather than inclusive, has some serious implications for how we relate to others and the world around us, highlighted by topics such as immigration and statelessness, consumerism and the environment and the concept of the embodied citizen.

**AIMS**

This programme and the research connected to it aims to give young people an opportunity to completely rethink and redefine from their own perspectives the kind of actions and expressions that reflect being a citizen in Europe in the 21st century.
LEARNING OUTCOMES

- **Knowledge:** Students gain a deeper understanding of the principles that underpin citizenship theory and learn about connected political concepts. Students learn to critically analyze the framework, to explore the implications of this framework in practice in a European context and reflect upon how our societies deal with these complex issues.

- **Primary research:** Opportunity not only to learn and explore the subject matter from experts across Europe, but also to participate collectively in a large scale piece of primary research (survey engaged over 3000 unique respondents last year) as well as individually conducting an in-depth interview.

- **Cross-cultural:** Students build confidence in speaking honestly and respectfully on controversial and complex issues in a cross-cultural environment. Equally they learn how to listen receptively and value contrasting perspectives.

- **Interpersonal:** Develop bonds of trust, understanding and support for their fellow peers through a process of getting to know each others’ views and experiences as individuals.

- **Technology:** Gain experience in virtual communication and essential technical capabilities.

COURSE TOPICS

**PART A: Challenging the framework**

Week 1: The ‘Good Citizen’
Week 2: Immigration, Statelessness & Human Trafficking
Week 3: European Values & the ‘Outsider’
Week 4: Media, Multi-nationals, the Financial Sector and the State
Week 5: Consumerism & the Environment
Week 6: The Embodied Citizen
Week 7: Youth Disengagement, Disenfranchisement

**PART B: Expanding the framework from young people’s perspective**

Week 8: Analysing the survey data
Week 9: Youth expressions of citizenship
Week 10: Youth definitions of citizenship
COURSE OUTLINE

WEEK 1: THE ‘GOOD CITIZEN’

This opening week considers the theoretical and legal frameworks that underpin our current understanding of citizenship.

Dr Sophie Millner, The Sharing Perspectives Foundation, Amsterdam, NETHERLANDS

“The Roots of Citizenship”

1. What are the roots of citizenship?
2. Where are the boundaries of our citizenship?
3. What does our citizenship depend on?
4. What forms of political expression can we use?

Dr Stefano Braghiroli, European College, Tartu, ESTONIA

“The Good Citizen”: Blood, Soil & Solidarity

1. What is the definition of active citizenship in relation to youth?
2. What are Material and Post-material definitions of citizenship?
3. What are the factors that create a stronger sense of national or European citizenship in youth? What other post-material frameworks of citizenship exist?

Dr Massimo Fichera, Network for European Studies, Helsinki, FINLAND

“Constitutional Relevance of EU Citizenship & the EU Court of Justice”

1. Who is the EU citizen? How is the European individual constructed?
2. What are the political rights of the EU citizen?
3. What is the relevance of the Court of Justice of the European Union for the configuration of the EU citizen as a member of a transnational polity?


“The Role of Citizens in protecting the Human Rights Act”

- questions to be confirmed
  1. How does the European Convention on Human Rights protect European citizens?
  2. What powers does a state have to deny citizens their human rights?
  3. Are all citizens in Europe protected equally by the European Convention on Human Rights?
WEEK 2: IMMIGRATION, STATELESSNESS & HUMAN TRAFFICKING

Immigration, statelessness and human trafficking highlight the critical powers of the state to grant or revoke our citizenship status and our dependency on the state to fulfill our fundamental human rights.

Dr Gillian Wylie, Irish School of Ecumenics, Trinity College Dublin, IRELAND

“The Politics of Trafficking”

1. What is trafficking?
2. What is the wider context that contributes to human trafficking?
3. How do governments use trafficking to construct hierarchies of entitlement to protection?

Dr Carlo Aldrovandi, Irish School of Ecumenics, Trinity College Dublin, IRELAND

“Being Statelessness in the Age of Human Rights”

1. How did Europe frame the migration crisis this summer?
2. Does Europe have a legal obligation to take in refugees?
3. What is statelessness?

Pablo Rojas Coppari, Migrant Rights Centre, IRELAND

“Undocumented Children and the Right to have Rights: The Case of Ireland”

1. Isn’t everyone a citizen?
2. When did the problem of Undocumented Children emerge?
3. Why should we care?

WEEK 3: EUROPEAN VALUES AND THE ‘OUTSIDER’

The theme of this week is to consider the tension between the European narrative of diversity and multiculturalism promoted through EU values of tolerance, equality and inclusion of minorities and a European cultural reality that instead reflects a white, Christian-Jewish majority.
Dr Leena Malkki, Network for European Studies, Helsinki, FINLAND

“Home-Grown’ Terrorists”

1. Why are so many second and third generation immigrants in Europe attracted to Jihadism?
2. Why do they decide to leave for Syria?
3. What kind of initiatives have been launched by governments to counter these developments?

Dr Timo Miettinen, Network for European Studies, Helsinki, FINLAND

“The ’Cultural Idea’ of Europe - the Universality of European Values”

1. When did the concept or the idea of Europe emerge and what are its central historical transformations?
2. How has the idea of universalism shaped the history of Europe?
3. What are the historical origins of the idea of European “peace project” and how have they contributed to post-WWII European integration?

Sunny Bergman, Documentary Filmmaker, NETHERLANDS

“Black as Soot”

- Excerpt from Sunny Bergman’s documentary film “Black as Soot” about everyday racism in the Netherlands.

Dr Maria Stojkow, Department of Political Science and Contemporary History, AGH University of Science and Technology, POLAND

“Islamic Traditions and European values”

- questions to be confirmed.

WEEK 4: MEDIA, MULTI-NATIONAL CORPORATIONS, THE FINANCIAL SECTOR AND THE STATE

The media, multi-national corporations, the financial sector and other states represent the big players in the political and economic arena. This raises questions as whether the State can continue to hold the privileged position of influence over its citizens. Citizens too may experience a degree of apathy in the political system in recognition that other institutions have a greater impact on their lives than the State.
Dr Claudia Padovani, Department of International Studies, University of Padova, ITALY

“Citizenship, the Media and Communication Rights”

1. What is the nexus between democracy, citizenship and the media in contemporary societies?
2. What are communication rights? And why are they crucial to a revised conceptualization of citizenship in the 21st century?
3. Global media, global citizens?

Professor Cedric Ryngaer, School of Law, Faculty of Law, Economics and Governance, Utrecht University, NETHERLANDS

“Citizens, States and the political power of Multi-National Corporations”

1. To what extent are MNCs setting the agenda, sidelining citizens’ concerns?
2. How can citizens counter the power of MNCs?
3. Should we care about citizens in other countries affected by harmful MNC activity, and if so, what can we do about their problems?

Professor Joachim Koops, Vesalius College, BELGIUM

“Transparency, Accountability and the Responsibility of Citizens”

1. To what extent should there be full transparency between Government and citizen?
2. How are those in the decision-making process held accountable?
3. Is an informed citizen a responsive citizen?

WEEK 5: CONSUMERISM AND THE ENVIRONMENT

This theme focuses upon the relationship we have to the natural world. The environment is often objectified in citizenship theory creating a division that separates humans from the natural world. This leads us to view the environment as an entity that either deserves our protection or is seen as a resource to use or tame. Rarely is the citizen theorised as inherently and interdependently a part of a natural ecosystem. This has implications for how we connect and care about nature, affecting our daily decisions over resource management and ethical consumption.

Dr Andrea Lenschow, Faculty of Social Sciences, Osnabrück University, GERMANY

“Where is the Natural World in our Understanding of Citizenship?”

1. What are the tensions between the ‘natural commons’ and state boundaries?
2. What (environmental) citizenship responsibilities follow from necessity to protect the environment in ways that transboundary and intergenerational effects are respected?
3. What follows for individual behaviour and what for politics?

Joszi Smeets, Director, Youth Food Movement, NETHERLANDS

“How the Food We Eat Contributes to Sustainability”

1. Why is food important to sustainability?
2. ‘Eat the future you want’! That sounds easy! Is it easy?
3. How do you see the YFM changing the future?

Professor Shelley Sacks, Social Sculpture Research Unit, Oxford Brookes University, UK

“How Social Sculpture to become an Ecological Citizen”

- questions to be confirmed
  1. What materials does Social Sculpture work with?
  2. How do our capacities for imagination, senses and ‘response-ability’ help us to become better citizens?
  3. How does one become an ‘agent of change’?

Dr Ashish Chaturvedi, Research Fellow, Institute of Development Studies, University of Sussex, UK

“Re-new, Re-use, Re-cycle: Building a Circular Economy”

- questions to be confirmed
  1. How is the circular economy sustainable? How does it differ from the linear consumer model?
  2. What changes in approach would be needed from citizens, governments and businesses to build a circular economy?
  3. What projects and policies are being implemented around the world to support the circular economy?

WEEK 6: THE EMBODIED CITIZEN

The European citizen is conceptualised around the ‘norm’ or ‘ideal’ of a white, educated, heterosexual and able-bodied man. In this week’s theme we consider how diverging from this norm can affect the power we yield in decision-making processes and our capacity to participate and engage politically.
Helen Schwenken, Faculty of Social Sciences, Osnabrück University, GERMANY

“Gender discrimination and EU rights”

1. What is 'gender mainstreaming'? Do all European countries value it?
2. We are all 'embodied citizens' so why do some of us face more discrimination?
3. What does it mean to be a 'non-citizens' in the EU? What does this mean in terms of their rights?

Thiëmo Heilbron, Fawaka Nederland, NETHERLANDS

“Institutional Racism in the Netherlands”

1. What is institutional racism?
2. What is the personal impact of institutional racism?
3. Can racism and discrimination be tackled by individuals?

Prof Alison Woodward, Institute for European Studies, Free University of Brussels, BELGIUM

“Transcending normative identity categories”

1. Can the status of citizenship transcend our differences? Or is the idea of the ‘neutral’ citizen a myth?
2. Who is the ‘Master’ in politics and whose ‘voice’ does he represent?
3. Why is women’s health designed by men?
4. When is older wiser and when is older....just older?
5. Why is it so important to the transgender community not to be either ‘male’ or ‘female’? What difference can a label really make?
6. Who is a family?
7. When is ‘white’ a color?

University Center for Gender Studies, University of Padova, ITALY

“Finding a Place for Gender in European Citizenship”

- questions to be confirmed
1. What are the different concepts of citizenship?
2. What do we mean by citizenship of gender?
3. European citizenship: is there a gender perspective? What are the prospects?

WEEK 7: YOUTH DISENGAGEMENT, DISENFRANCHISEMENT
There has been a growing trend for youth to either ‘drop-out’ or ‘turn to the right’. Why has there been a rise in support for right-wing political groups? Is youth disengagement from traditional political participation a question of apathy or disenfranchisement - or are youth simply engaging in politics through new media? These questions will be at the heart of this week’s debates.

Dr Annalisa Frisina, Department of International Studies, University of Padova, ITALY

“Youth Participation in Political Life”
1. Are young people disengaged?
2. Do social media play a significant role in youths’ participation?
3. Why is everyday life important?

Dr Joel Busher, Centre for Peace, Trust and Social Relations, Coventry University, UK

“Understanding the Processes of Mobilization of Anti-Immigrant Groups”
1. How do people become involved anti-minority activism
2. What do people get out of participating in anti-minority activism and how do anti-minority groups sustain the commitment of their supporters?
3. How and why do people leave anti-minority activism?

Mr Doru Frantescu, VoteWatch, Brussels, BELGIUM

“Youth Dis/engagement with EU Institutions”
1. Why are youth disengaged?
2. What efforts have been undertaken to address youth disengagement?
3. Which opportunities do young people in Europe have to engage with politics (at an EU level)?

Mr Mathias Wörsching, Mobile Counsel against Right-Wing Extremism, Berlin, GERMANY

“The Appeal of Right-Wing Political Groups”
1. Why is there growing support for right-wing political groups? What is their appeal?
2. Are mainstream political parties failing to represent young people/address key issues (thus leaving them open to right-wing narratives)?
3. What strategies/projects is your organisation putting into place to counter right-wing extremism?

WEEK 8: ANALYSING THE SURVEY DATA

49
Hot off the press! The Sharing Perspectives Foundation Research Team will analyse the findings from your large scale European survey and present to you some of the most interesting findings for you to discuss. You will also get to share what you learnt from your in-depth interviews.

**Dr Katharina Ploss & Mr Bart van der Velden, The Sharing Perspectives Foundation, Amsterdam, NETHERLANDS**

“Your Survey Data Revealed: Connecting the Data to the Theory”

1. What was the most significant or unexpected finding?
2. Why is it interesting and important?
3. Does the data support or contradict current literature?

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**WEEK 9: YOUTH EXPRESSIONS OF CITIZENSHIP**

In what ways do young people express themselves politically? Are young people engaging in creative and inventive means to explore and communicate political issues? Or are they limited to the specific actions recognised and valued by the tradition framework such as voting and protesting? What is the potential impact of alternative expressions of citizenship? In this week you will get to explore some these alternative and creative expressions of citizenship.

**Dr Yannis Stavrakakis, School of Political Sciences, Aristotle University of Thessaloniki, GREECE**

"The Role of Art in Political Change"

- questions to be confirmed
  1. is there a crisis of democracy and participation?
  2. What is the relationship between art and politics?
  3. How can artistic practices serve as vehicle for political/civil society participation?

**Dr Chris Erskine, Community Activist, UK**

"Redefining Citizenship: Being a citizen activist"

1. What makes me an active citizen?
2. What are the signs of citizenship?
3. What principles guide me as a citizen?

**David Garrahy and John Lisney, European Youth Forum, Brussels, BELGIUM**
“Europe on the Edge: How European Youth are Creating New Ways to be Political”

- questions to be confirmed
  1. Being political is turning out to vote, protesting and supporting political parties, right?
  2. What projects and activities are youth engaged in around Europe?
  3. What work is EYF doing for you, the youth of Europe?

Lora Markova, Institute of Leisure Studies, University of Deusto, SPAIN

“Becoming Active: Community Art as a process of ‘becoming active’”

- questions to be confirmed
  1. Can we all be artists?
  2. What is the value ‘co-production’; of creating something collaboratively, as collective community effort?
  3. Can the act of creation stimulate the process of ‘becoming active’ as a citizen?

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WEEK 10: YOUTH DEFINITIONS OF CITIZENSHIP

This is your chance to expand or breakdown the current framework of citizenship and to start to develop what you think being a citizen in Europe in the 21st Century means! In this closing week you will also have the opportunity to reflect together on how you have developed as a group and on what you have learnt through your participation in this EUROPE ON THE EDGE 2015 programme.

TIMEFRAME

- **October-December 2015**: The 10 week course takes place including large scale group survey and individual in-depth interviews.
- **January 2016** - Brussels summit for selected students from the programme.

ASSIGNMENTS

Student assignments include the following but can be added to or expanded to suit the ECTS requirements for your university:
• Active participation in and preparation for weekly seminars;
• Short seminar presentation;
• Implement large scale survey and analyse data;
• Conduct in-depth interview;
• Final paper;
• Best students selected to take part in the summit in Brussels.

For TCD REC students: 20% participation, 20% research, 60% 1500 word essay.

CONTACT

Curriculum officer

Sophie Millner: sophie@sharingperspectivesfoundation.com
SO7020  Dissertation
ECTS:  30 credits

Aims and learning outcomes

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

Delivery

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

Assessment

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

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

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

MPhil dissertations can be either theoretical or library based, or based on empirical research but they must be an independent, original piece of research, i.e. more than a literature review. You should use any research method in which you feel competent, but beware broadening the scope. The aim should be depth, not breadth.

2. **Submission dates**

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

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

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

3. **Supervision**

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

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

4. **Literature Searches**

The following are some main sources:

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

5. **Dissertation Proposals**

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

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

In addition, a dissertation proposal may contain the findings of a ‘pilot study’, which may give you some initial confirmation that your research strategy is viable (e.g. in terms of ‘gaining access’ or of ascertaining how appropriate certain questions are) or alternatively that it requires reshaping in some way. If you want to do a ‘pilot study’ it is important that you consult your supervisor about carrying this out, and integrating it into your final dissertation work.
Your proposal of max 3,000 words in length, will be graded by the Research Methods module lecturer.

6. **Ethical guidelines**

Research proposed by postgraduate research students must comply with the School’s Ethics Policy. Research students should discuss the possible ethical implications of their research plans as early as possible and supervisors are obliged to advise research students about potential ethical issues in the early stages of the research process. It is the responsibility of the student and her supervisor to familiarise themselves with the School of Social Sciences and Philosophy’s Ethics Policy. Students and their supervisors have to secure ethical approval for their research project before starting their research. For this purpose, students and their supervisors have to complete the research ethics checklist[https://www.tcd.ie/ssp/research/ethics/] which has to be signed off by the Dept. ethics officer to assess the need for a certificate of ethical approval by the school. Ideally the ethics checklist must be completed and forwarded to the Dept Ethics Officer at the same time as the research proposal is submitted, and certainly prior to the beginning of research.

7. **The Dissertation: Format**

A dissertation should normally be divided into the following sections:

1. **Title Page.** To include: title, the degree for which the work is being submitted, your full name, your supervisor’s name, the name of the course and university, the year.

2. **Signed declaration** that:
   - it has not been submitted as an exercise for a degree at this or any other institution
   - it is entirely your own work
   - you agree that the library may lend or copy the dissertation upon request.

3. **Acknowledgements**

4. **Contents page**

5. **Introduction.** In which you briefly outline the research focus, the literature used and the methodology used.

6. **Research methodology.** In this chapter you describe your research methodology, the methods used in detail, details of your sampling methods, method of interviews or observations carried out, sample of questionnaires if used (in an appendix), description of your analysis.

7. **Literature review(s).**

8. **Findings chapter(s).** This is the main part of your dissertation and should include a detailed discussion of your findings and how they confirmed or modified your own initial arguments.

9. **Conclusion.** In this chapter you report your main conclusions and contextualise them in the general implications and relevance to the wider literature.
10. **Footnotes.** You do not need footnotes to indicate your references since you will use the ‘author-date’ method as described in the Sociology Department *Stylesheet* (see essay guidelines). If you use footnotes at all, they will be to make minor points of clarification.

11. **Tables and/or Maps** (unless these are included in the text)

12. **Appendices.** e.g., questionnaires, topic list for semi-structured interviews (if used), etc.

13. **References.** Systematic and complete references to sources, alphabetically listed at the end of the dissertation. Please follow departmental guidelines for referencing and citing in the body of the text (see essay guidelines).

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

8. **The Dissertation: Presentation**

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

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

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

9. **The Dissertation: Length**

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

10. **The Dissertation: Marking**

A condition for dissertation grading is successful completion of all essay requirements prior to submitting the dissertation. Our marking assumes good presentation, but please note that poor
grammar, bad spelling and sloppy presentation may be penalised by up to 10 per cent of the total grade awarded. Your dissertation will be marked in the first instance by your supervisor, second marked by a second marker assigned by the course coordinator and finally assessed by the external examiner. MPhil degrees Trinity College are not ranked, but unofficial transcripts will be issued to all students once marks have been confirmed by the external examiner, usually in late November or early December. Upon successful completion you will be awarded a Masters of Philosophy (MPhil) in Ethnic and Racial Studies.

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

11. Some Useful Reading


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


12. Support

Prompted by Professor Gargi Bhattacharyya, External Examiner 2010-13, we established a small fund to support dissertation research. For students in exceptional need, grants not exceeding 500 Euro may be made. A case must be made by the supervisor, specifying what the money will be spent on and how much. Applications should be made at the same time as the dissertation proposal is submitted. Receipts will be reimbursed after the event. The award should be acknowledged in the dissertation.
ESSAY GUIDELINES

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

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

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

Citation within the text:

Please use the author, year: page method:

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

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

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

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

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

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

Citations in the reference list:

List all works cited, alphabetically, at the end of your essay, under the heading ‘References.’ List authors’ last names first (and quoting their initial or full first names).
Books list author’s (or editor’s) name, year of publication, title of book (in italics), place of publication, publishers:


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


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


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


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


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

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

First class honors I 70-100
First class honors in the School of Social Sciences and Philosophy is divided into grade bands which represent excellent, outstanding and extraordinary performances. 
A first class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.
70-76 EXCELLENT First class answers (excellent) demonstrate a number of the following criteria:
• comprehensiveness and accuracy;
• clarity of argument and quality of expression;
• excellent structure and organization;
• integration of a range of relevant materials;
• evidence of wide reading;
• critical evaluation;
• lacks errors of any significant kind;
• shows some original connections of concepts and theories;
• contains reasoned argument and comes to a logical conclusion.

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

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

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

Second Class, First Division II.1 60-69 An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which
are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.

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

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

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

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

Second Class, Second Division II.2 50-59

A substantially correct answer which shows an understanding of the basic principles. Lower second class answers display an acceptable level of competence, as indicated by the following qualities:

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

Third Class Honors III 40-49 A basic understanding of the main issues if not necessarily coherently or correctly presented.

Third class answers demonstrate some knowledge of understanding of the general area but a third class answer tends to be weak in the following ways:

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

Fail F1 30-39

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:
• misunderstanding of basic material;
• failure to answer the question set;
• totally inadequate information; and
• incoherent presentation.

Bad Fail F2 0-29

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

Resubmission of failed essays

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

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

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

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

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

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

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