



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

DEPARTMENT OF SOCIOLOGY
SCHOOL OF SOCIAL SCIENCES AND PHILOSOPHY

UNDERGRADUATE HANDBOOK

2015-16

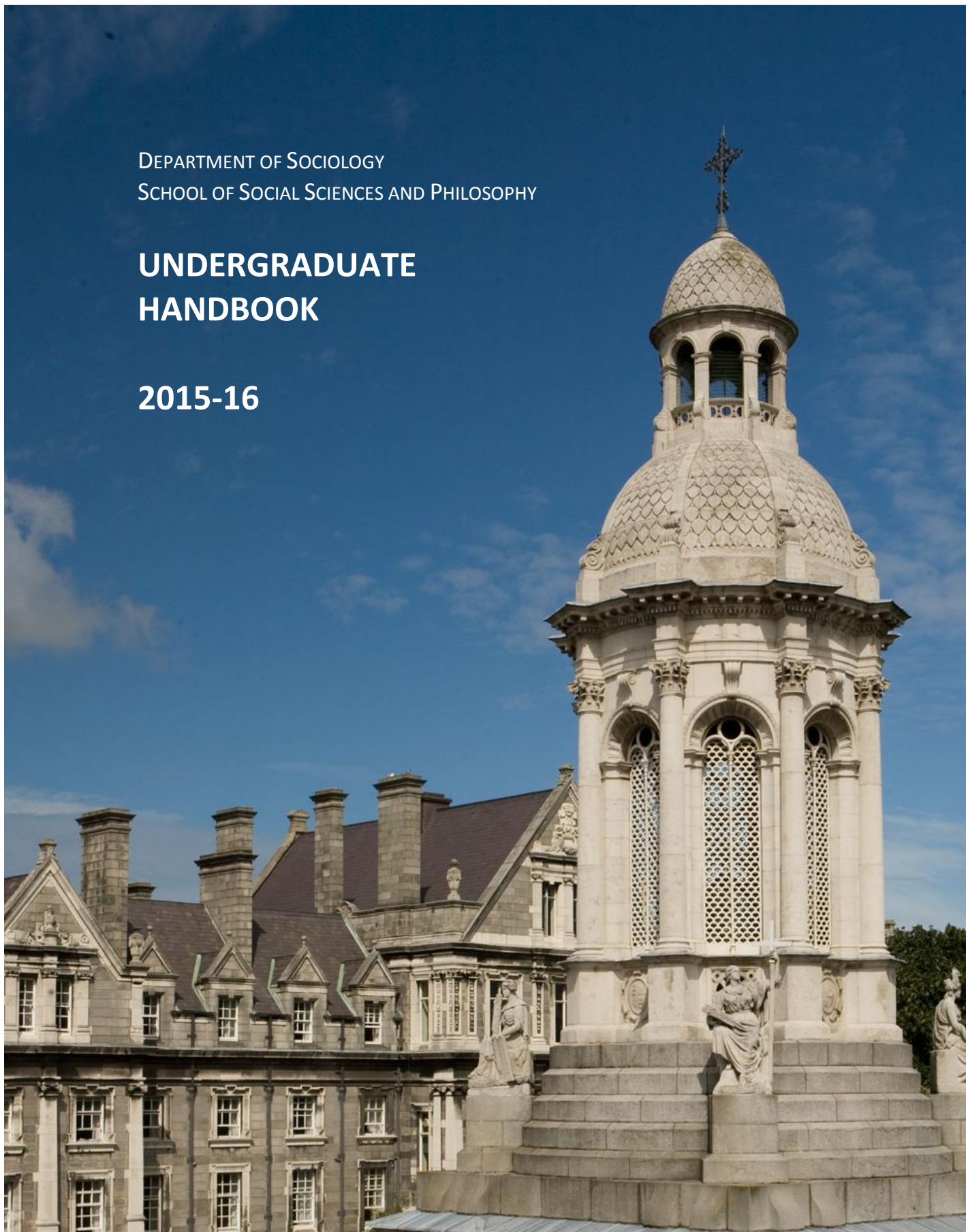


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1. DISCLAIMER

Please note that the General Regulations have primacy over departmental handbook information. Always consult the College Calendar for accuracy.

‘During the registration process, all students will confirm, among other things, that they have been provided with a link to the Board’s general regulations for students and that they are applying for registration in accordance with the provisions of such regulations. Students must ensure that they are familiar with both the general regulations and the more detailed school or department regulations.

In the event of any conflict or inconsistency between the general regulations and school, department or course handbooks, the provisions of the general regulations shall prevail’.

(§12 Academic progress, College Calendar 2014-15)

2. STAFF MEMBERS

Head of School of Social Sciences and Philosophy: Prof. Gail McElroy, mcelroy@tcd.ie

School Administrative Manager: Ms. Olive Donnelly, donnello@tcd.ie

Head of Sociology: Prof. Daniel Faas, daniel.faas@tcd.ie

Executive Officer: Ms. Jessie Smith, sociology@tcd.ie

Undergraduate Coordinator: Dr. David Landy, dlandy@tcd.ie

Erasmus and Visiting Student Coordinator: Dr. Camilla Devitt, devittca@tcd.ie (all outgoing students) and Dr Mark Ward, wardm2@tcd.ie (all incoming exchange and visiting students)

To view a complete list of staff members in the Department of Sociology, please go to: <http://www.tcd.ie/sociology/staff/>

3. DEPARTMENT OF SOCIOLOGY OFFICE

The Department of Sociology is located on the third floor of 3 College Green. Entrance to the building is between Costa and Starbucks.

Take the lift to the second floor, turn left when you exit the lift, go through the glass door and then turn right and the departmental office, Room 3.02, is in front of you. A campus map is available at: <http://www.tcd.ie/Maps/assets/pdf/tcd-campus.pdf>

Undergraduate Enquiries should be directed to:

Ms. Jessie Smith

Email: sociology@tcd.ie

Tel: +353 1 896 2701

Open: Monday - Friday from 9:30 – 5 pm (apart from 1-2 pm).

Web: <http://www.tcd.ie/sociology/>

Please join us on [Facebook](#)!

4. ACADEMIC YEAR

Michaelmas Term 2015:

| | |
|---------------------|-----------------------|
| Monday 21 September | Fresher's Week Begins |
| Monday 28 September | Teaching Begins |
| Monday 9 November | Study Week |
| Friday 18 December | Teaching Ends |

Hilary Term 2016:

| | |
|--------------------|-----------------|
| Monday 18 January | Teaching Begins |
| Monday 29 February | Study Week |
| Friday 8 April | Teaching Ends |

Trinity Term 2016:

| | |
|--------------------|---------------------------------|
| Monday 2 May | Annual Examinations Begin |
| Friday 27 May | Annual Examinations End |
| Monday 29 August | Supplemental Examinations Begin |
| Friday 9 September | Supplemental Examinations End |

Erasmus and Visiting Students who are at Trinity College for Hilary Term only or a full-year are required to take part in the Annual Examinations in the same way as regular Trinity students and must remain in residence until the end of the examination period.

5. OVERVIEW OF DEGREE PROGRAMMES

You can study Sociology either within the Business, Economic and Social Studies programme (**BESS**), Two Subject Moderatorship programme (**TSM**), Sociology and Social Policy programme (**SocSocPol**) or Philosophy, Political Science, Economics and Sociology (**PPES**). Each programme has a specific set of module requirements as listed below.

All Michaelmas Term modules are assessed by means of essays and other types of coursework (such as individual or group presentations) and all Hilary Term modules primarily, if not exclusively, by three-hour written examinations in May.

BESS module choices

In the Junior Freshman (first) year, you must take **six modules**. Each module has 10 ECTS credits. The following five modules are mandatory:

| | |
|--------|---|
| BU1510 | Introduction to Organisation and Management |
| EC1010 | Introduction to Economics |
| EC1030 | Mathematics and Statistics |
| PO1600 | Introduction to Political Science |
| SO1310 | Introduction to Sociology |

In addition, you choose **one** of the following: FR1040 [French](#), GR1004 [German](#), SP1018 [Spanish](#), RUF100 [Russian](#), RUF603 Introduction to Central, East European and Russian area studies, PLF100 [Polish](#), LA1240 [Introduction to Law](#), or SS1765 [Social Policy Concepts/The Irish Welfare State](#).

In the Senior Freshman (second) year, you must choose modules equivalent to 60 ECTS credits from the following list. Each module has 10 ECTS credits with the exception of SS2139 and, subject to programme requirements, may be taken in conjunction with a Broad Curriculum course (5 ECTS) offered under the auspices of the Broad Curriculum:

| | |
|--------|--|
| BU2510 | Organisational Behaviour |
| BU2520 | Introduction to Marketing Principles |
| BU2530 | Introduction to Accounting |
| BU2550 | Introduction to Finance |
| BU2560 | Introduction to Operations Management |
| BU2570 | Creative Thinking, Innovation and Entrepreneurial Action |
| EC2010 | Intermediate Economics |
| EC2020 | Economy of Ireland |
| EC2030 | The Economics of Public Policy |
| EC2040 | Mathematics and Statistical Methods |
| SO2310 | Introduction to Social Research |

| | |
|--------|--|
| SO2343 | Gender, Work and Family |
| SO2350 | Power, State and Social Movements |
| PO2610 | History of Political Thought |
| PO2640 | International Relations |
| PO2650 | Comparative Politics |
| SS2760 | Health Policy |
| SS2770 | Housing Policy |
| SS2780 | Crime and Irish Society |
| SS2767 | Irish Social Policy 1 |
| SS2785 | Irish Social Policy 2 |
| LA2012 | Aspects of Irish Law in a European Perspective |
| FR2040 | French 2 (only for those who have completed JF level) |
| GR2004 | German 2 (only for those who have completed JF level) |
| PLF200 | Polish 2 (only for those who have completed JF level) |
| RUF200 | Russian 2 (only for those who have completed JF level) |
| SP2021 | Spanish 2 (only for those who have completed JF level) |
| PI1000 | Central Problems in Philosophy |
| PI2008 | History of Philosophy II |
| PI2009 | Logic, Language and Science |
| BC | Broad Curriculum Module |

Programme requirements:

Sociology (single honour) three of SO2310, SO2343, and SO2350

Sociology (joint honour) two of SO2310, SO2343, and SO2350

In the Junior Sophister (third) year, you must take **six modules** – the programme requirements for your chosen degree programme and sufficient optional modules to make up the number. Note the prerequisites for some of the modules:

| Module | | Prerequisites |
|--------|--|---------------|
| BU3510 | Marketing Management | BU2510 |
| BU3520 | Management Accounting for Business Decisions | None |
| BU3530 | Financial Accounting | BU2520 |
| BU3570 | Human Resource Management | BU1510 |
| BU3590 | Business in Society | None |
| BU3600 | Innovation, Entrepreneurship and New Venture Development | None |
| BU3620 | Introduction to Fixed-Income Securities and Alternative Investments (MT, 5 ECTS) | None |
| BU3630 | Surveying Finance (HT, 5 ECTS) | None |
| BU3640 | Services Management (MT, 5 ECTS) | None |
| BU3650 | Digital Technology in Operations (HT, 5 ECTS) | None |

| | | |
|--------|--|--------------------|
| BU3660 | Organisation Theory and Organisational Analysis (MT, 5 ECTS) | None |
| BU3670 | Advanced Topics in Organisational Theory and Analysis (HT, 5 ECTS) | BU3660 |
| EC3010 | Economic Analysis | EC2010 |
| EC3021 | Money and Banking | EC2010 |
| EC3030 | The European Economy | EC2010 |
| EC3040 | Economics of Less Developed Countries | None |
| EC3050 | Investment Analysis | EC2010, EC 2040 |
| EC3060 | Economics of Policy Issues | None |
| EC3071 | Industrial Economics: Competition, Strategy and Policy | EC2010 |
| EC3080 | Mathematical Economics | EC2040 |
| EC3090 | Econometrics | EC2040 |
| PO3600 | Research Methods for Political Scientists | None |
| PO3630 | Irish Politics | None |
| PO3670 | Democracy and Development | None |
| PO3720 | Political Violence | None |
| SO3201 | Social Theory | None |
| SO3230 | Globalisation and Development | None |
| SO3240 | Researching Society | None |
| SO3250 | Race, Ethnicity and Identity | None |
| SO3260 | Social Inequality | None |
| SS3380 | Comparative Welfare States | None |
| SS3390 | Crime and Social Policy | None |
| LA3446 | Company Law | LA1240, LA2012 |
| LA3439 | Public International Law | None |
| LA3445 | Commercial Law | LA1240, LA2012 |

Programme requirements:

Sociology (single and joint honour): Three of the five offered Sociology modules. Students writing a dissertation in fourth year are strongly encouraged to take SO3240.

In the Senior Sophister (fourth) year, you must take **four modules**, each worth 15 ECTS:

| Module | | Prerequisites |
|--------|---|--|
| BU4511 | International Business and the Global Economy | None |
| BU4522 | Exploring Organisational Experience | None |
| BU4530 | Financial Reporting and Analysis | BU3530 |
| BU4541 | Financial Markets and the Corporate Sector | EC2010 and one of BU3530, BU3541, EC3050 |

| | | |
|--------|--|------------------------------------|
| BU4550 | Advances in Marketing Theory and Practice | BU3510 |
| BU4580 | Managing New Product Development | BU2560 |
| BU4620 | Social Entrepreneurship and Social Innovation | None |
| BU4630 | Economic Policy and Business History | None |
| EC4010 | Economic Theory | EC3010 and one of EC3080 or EC3090 |
| EC4090 | Quantitative Methods | EC3080 and EC3090 |
| EC4100 | International Economics | EC2010 |
| EC4120 | Economic and Legal Aspects of Competition Policy | None |
| EC4130 | Economics Dissertation | None |
| PO4600 | Research Seminar | PO3600 |
| PO4690 | Issues in Contemporary Politics | None |
| PO4700 | Contemporary International Relations | PO2640 |
| PO4710 | African Politics | None |
| PO4740 | Topics in Political Science | None |
| SO4200 | Sociology Dissertation | None |
| SO4230 | Economic Sociology of Europe | None |
| SO4253 | Conflict Studies | None |
| SO4293 | Social Networks and Digital Lives | None |
| SO4292 | Migration | None |
| SS4722 | Poverty, Inequality and Redistribution | None |

Programme requirements:

Sociology (single honour): SO4200 and three of SO4230, SO4253, SO4293, SO4292, SS4722

Sociology (joint honour): Two of SO4200, SO4230, SO4253, SO4293, SO4292, SS4722

TSM module choices

In the Junior Freshman (first) year, you will take **three modules** as listed in the table below.

| | |
|--------|---|
| SO1311 | Introduction to Sociology |
| EC1040 | Introduction to Economic Policy |
| PO1600 | Introduction to Political Science |

In the Senior Freshman (second) year, you **choose three** of the four modules listed below:

| | |
|--------|---|
| SO2310 | Introduction to Social Research |
| SO2343 | Gender, Work and Family |
| SO2350 | Power, State and Social Movements |

In the Junior Sophister (third) year, TSM Pattern A (two subjects in fourth year) and TSM Pattern B (one subject in fourth year) students are required to take *three* of the five

modules listed in the table below. Students writing a dissertation in fourth year are strongly encouraged to take SO3240. Modules are assessed by both coursework and examination. All students are required to take the annual examination in each module studied.

| | |
|--------|---|
| SO3201 | Social Theory |
| SO3230 | Globalisation and Development |
| SO3240 | Researching Society |
| SO3250 | Race, Ethnicity and Identity |
| SO3260 | Social Inequality |

In the Senior Sophister (fourth) year, TSM Pattern A students must take any *two* modules to obtain their required 30 ECTS. TSM Pattern B students must take SO4200 and *three* other modules to obtain their required 60 ECTS.

| | |
|--------|---|
| SO4200 | Sociology Dissertation |
| SO4230 | Economic Sociology of Europe |
| SO4253 | Conflict Studies |
| SO4293 | Social Networks and Digital Lives |
| SO4292 | Migration |

SocSocPol module choices

In the Junior Freshman (first) year, you will take PO1603, SO1311, SS1765, *one* of either EC1010 or EC1040 plus *two* of the remaining modules only one of which can be a language module (EC1030, FR1040, GR1004, PLF100, RUF100, LA1240, SS1730), each worth 10 ECTS as listed in the following table:

| | |
|---------|--|
| PO1600 | Introduction to Political Science |
| SO1311 | Introduction to Sociology |
| SS1765 | Social Policy Concepts / The Irish Welfare State |
| EC1010 | Introduction to Economics |
| EC1030 | Mathematics and Statistics |
| EC1040 | Introduction to Economic Policy |
| EC1030 | Mathematics and Statistics |
| *FR1040 | French language |
| *GR1004 | German language |
| PLF100 | Polish language |
| RUF100 | Russian language |
| LA1240 | Introduction to Law |
| SS1730 | Introduction to Psychology |

*Minimum entry requirement C2 Honors Leaving Certificate C at A-Level

In the Senior Freshman (second) year, you will take SS2767 and SS2785, two of SO2310, SO2342, SO2350 and two of EC2020, EC2030, SS2139, SO2310, SO2342, SO2350, PO2610, PO2640, PO2650, FR2040, GR2004, RUF200*, PLF200* or a cross-faculty Broad Curriculum module. The Broad Curriculum modules have 5 ECTS credits. All other modules have 10 ECTS credits

| | |
|---------|--|
| EC2020 | Economy of Ireland |
| EC2030 | The Economics of Public Policy |
| SO2310 | Introduction to Social Research |
| SO2343 | Gender, Work and Family |
| SO2350 | Power, State and Social Movements |
| PO2610 | History of Political Thought |
| PO2640 | International Relations |
| PO2650 | Comparative Politics |
| SS2767 | Irish Social Policy 1 |
| SS2785 | Irish Social Policy 2 |
| FR2040 | French language |
| GR2004 | German language |
| *PLF200 | Polish language |
| *RUF200 | Russian language |
| SS2139 | Introduction to Irish Family Law (5ECTS) |
| BC | Broad Curriculum |

*Subject to Availability

In the Junior Sophister (third) year, you must take two of SO3201, SO3230, SO3240, SO3250, SO3260, two of SS3380, SS3390, SS3400, two of EC3040, EC3060, LA3435, LA3439, PO3630, PO3670, SO3201, SO3230, SO3240, SO3250, SO3260, SS3380, SS3390, SS3400 each worth 10 ECTS, to make up your total of 60 ECTS required.

| Module | | Prerequisites |
|--------|---|---------------|
| EC3040 | Economics of Less Developed Countries | None |
| EC3060 | Economics of Policy Issues | None |
| SO3201 | Social Theory | None |
| SO3230 | Globalisation and Development | None |
| SO3240 | Researching Society | None |
| SO3250 | Race, Ethnicity and Identity | None |
| SO3260 | Social Inequality | None |
| PO3630 | Irish Politics | None |
| PO3670 | Democracy and Development | None |
| PO3720 | Political Violence | None |
| SS3380 | Comparative Welfare States | None |

| | | |
|--------|---|--------|
| SS3390 | Crime and Social Policy | None |
| LA3435 | Public Interest Law | LA1240 |
| LA3439 | Public International Law | LA1240 |

Students are required to submit a dissertation at the end of the Senior Sophister (fourth) year. You are strongly encouraged to take SO3240 in preparation for your dissertation.

In the Senior Sophister year, you must take four modules equivalent to 60 ECTS credits: SO4200, and three further modules taken from SO4230, SO4253, SO4293, SO4292, SS4722, SS4830 from the table below. Each module is worth 15 ECTS:

| | |
|--------|--|
| SO4200 | Sociology/Social Policy Dissertation |
| SO4230 | Economic Sociology of Europe |
| SO4253 | Conflict Studies |
| SO4293 | Social Networks and Digital Lives |
| SO4292 | Migration |
| SS4722 | Poverty, Inequality and Redistribution |
| SS4830 | Ageing Societies |

PPES module choices

In the Junior Freshman (first) year, you will take **six modules** from within all four subjects: Economics, Philosophy, Political Science, and Sociology.

| | |
|-----------|---|
| PI1001 | Central Problems in Philosophy |
| PI1002 | History of Philosophy I |
| PO1603 | Introduction to Political Science |
| EC1010 | Introduction to Economics |
| EC1030 | Mathematics and Statistics |
| SO1310/11 | Introduction to Sociology |

In the Senior Freshman (second) year, you choose three of the four subjects and you take a total of **six modules**. You might choose to take Economics, Philosophy and Political Science *or* Economics, Philosophy and Sociology *or* Economics, Political Science and Sociology *or* Philosophy, Political Science and Sociology.

| | |
|--------|---|
| PI2008 | History of Philosophy II |
| PI2006 | Logic and Philosophy of Science |
| PO2610 | History of Political Thought |
| PO2640 | International Relations |
| PO2650 | Comparative Politics |
| EC2010 | Intermediate Economics |

| | |
|--------|---|
| EC2040 | Mathematics and Statistical Methods |
| SO2310 | Introduction to Social Research |
| SO2343 | Gender, Work and Family |
| SO2350 | Power, State and Social Movements |

Programme requirements:

| | |
|--------------------|---------------------------------|
| Philosophy: | PI2008 and PI2006 |
| Political Science: | Two of PO2610, PO2640 or PO2650 |
| Economics: | EC2010 and EC2040 |
| Sociology: | Two of SO2310, SO2343 or SO2350 |

In the Junior Sophister (third) year, if you intend to take a single subject in your Senior Sophister year, you may take four modules from that subject and two modules from your second subject; but note that if you do this you cannot take joint honours in your Senior Sophister year. Otherwise (if you are doing joint honours), you must take six modules, three from two subjects and meet the programme requirements.

| | |
|--------|--|
| PI3002 | Political Philosophy |
| PI3007 | Moral Philosophy |
| PI3009 | Logic and Philosophy |
| PI3008 | Philosophy of Religion |
| PI3003 | Topics in Ancient Philosophy |
| PI3006 | Topics in Analytic Philosophy |
| PI3007 | Moral Philosophy |
| PI3013 | Topics in Continental Philosophy |
| PI3016 | Philosophy of Fiction |
| PO3600 | Research Methods for Political Scientists |
| PO3630 | Irish Politics |
| PO3670 | Democracy and Development |
| PO3720 | Political Violence |
| EC3010 | Economic Analysis |
| EC3021 | Money and Banking |
| EC3030 | The European Economy |
| EC3040 | Economics of Less Developed Countries |
| EC3050 | Investment Analysis |
| EC3060 | Economics of Policy Issues |
| EC3071 | Industrial Economics: Competition, Strategy and Policy |
| EC3080 | Mathematical Economics |
| EC3090 | Econometrics |
| SO3201 | Social Theory |
| SO3230 | Globalisation and Development |
| SO3240 | Researching Society |

| | |
|--------|--|
| SO3250 | Race, Ethnicity and Identity |
| SO3260 | Social Inequality |

Programme requirements:

Philosophy (single and joint honours): Three of the philosophy modules

Political Science (single honours): PO3600, and two other political science modules

Political Science (joint honours): Three of the political science modules

Economics (single honours): EC3010, EC3090, one other economics module

Economics (joint honours): Three of the economics modules, of which at least one must be drawn from EC3010, EC3021, EC3060, EC3090

Sociology (single and joint honours): Three of the sociology modules. Students writing a dissertation in fourth year are strongly encouraged to take SO3240.

In the Senior Sophister (fourth) year, you may choose to continue with both subjects (joint honours) or specialise in just one of Economics, Philosophy, Political Science or Sociology (single honours). In the majority of subjects you have the option to write a dissertation as part of your final degree.

| | |
|--------|--|
| PI4007 | Psychology/Philosophy |
| PI4024 | Ancient Philosophy |
| PI4041 | Post Kantian Philosophy |
| PI4042 | Metaphysics |
| PI4044 | Logic and Philosophy |
| PI4028 | Philosophy of Language |
| PI4029 | Ethics |
| PI4040 | Epistemology |
| PI4043 | Wittgenstein |
| PI4045 | Philosophies of Bodies |
| PO4600 | Research Methods for Political Scientists |
| PO4690 | Issues in Contemporary Politics |
| PO4700 | Contemporary International Relations |
| PO4710 | African Politics |
| PO4740 | Topics in Political Science |
| EC4010 | Economic Theory |
| EC4090 | Quantitative Methods |
| EC4100 | International Economics |
| EC4120 | Economic and Legal Aspects of Competition Policy |
| EC4130 | Economics Dissertation |
| SO4200 | Sociology Dissertation |
| SO4230 | Economic Sociology of Europe |
| SO4253 | Conflict Studies |

| | |
|--------|---|
| SO4293 | Social Networks and Digital Lives |
| SO4292 | Migration |

Programme requirements:

Philosophy (single honours): General exam paper (10 ECTS), dissertation (20 ECTS) plus six research seminars (5 ECTS each)

Philosophy (joint honours): *Either* dissertation (20 ECTS) and two research seminars (5 ECTS each) *or* four research seminars (5 ECTS each) plus general exam paper (10 ECTS)

Political Science (single honours): PO4600, PO4690 plus two other political science modules

Political Science (joint honours): Two of the political science modules (not PO4600)

Economics (single honours): EC4010 and three other economics modules

Economics (joint honours): Two of the economics modules (not EC4130)

Sociology (single honours): SO4200 and three other sociology modules

Sociology (joint honours): Two of the sociology modules

6. ECTS

ECTS is the European Credit Transfer and Accumulation System, which facilitates standardization of university education across Europe with work of equal worth getting the equivalent amount of ECTS.

All modules have an ECTS measure allocated to them and the standard undergraduate module value at TCD is 10 ECTS for first, second and third year modules and 15 ECTS for fourth year modules. All modules are semesterised.

The normal annual workload at Trinity College is 60 ECTS.

Students going abroad on **Erasmus and non-EU international exchanges** also take modules to the equivalent of 60 ECTS, especially when these are offered through English. The minimum requirement for a full-year exchange is 45 ECTS and 22.5 ECTS for half a year abroad. Students are strongly advised to take more than the minimum 45 ECTS in case of failure in some elements.

TSM students participating in a full year exchange must obtain a minimum 22.5 credits in each subject in order to rise with their year; TSM students participating in a half-year exchange must obtain a minimum of 10 ECTS in each subject while abroad (and 15 ECTS in each subject in the semester they are in Trinity).

7. MODULE CHOICE REGISTRATION

Before you proceed into Senior Freshman, Junior Sophister and Senior Sophister year, you are required to register your module choices. Completed module choice forms must be returned to the Department of Sociology Office by the date that will be advised to you. The lecture timetable for the new academic year will be arranged during the summer months on the basis of the module choices submitted. Students are advised to consider carefully their module choices before submitting them to the Sociology department.

8. E-MAIL CORRESPONDENCE

All email correspondence from the Department of Sociology will be sent to TCD email addresses only. There may be occasions where staff need to re-schedule meetings and classes and it is therefore imperative to **check your email daily** as part of your work routine.

9. SOCIOLOGY MODULE OUTLINES

The following pages give you a detailed outline of each of the modules available in Sociology in 2015-16. Generally, in first year (Junior Freshman), we aim to show you something of what Sociology as an empirical discipline can reveal about contemporary society. Second year modules build on this foundation and provide a framework for understanding social change and inequality in the world today. One module introduces the main methods of social research, concentrating on the practical skills needed to carry out research. Third and fourth year modules are more thematic and make more use of seminars and workshops. You start to acquire specialist sociological skills and tackle particular areas of the discipline.

If you are taking Sociology as a major component of your degree you must also do an undergraduate dissertation. This gives you a chance to carry out research on a topic of your choice. It is perhaps the single most exciting part of your degree.

The generic **skills and competencies sociology graduates should possess** in addition to the content knowledge of your respective degree programme include:

- (a) the ability to critically read and analyse written texts as well as numerical data and graphs;
- (b) the ability to express your ideas well in written and spoken form and to apply concepts and ideas to different contexts;
- (c) teamwork, peer-evaluation, self-evaluation and intercultural competencies to operate in an increasingly globalised world;
- (d) research skills to explore contemporary society and to allow you to put theoretical concepts into practice;

These skills and competences are reflected in the module outlines, learning objectives and different assessment techniques below.

| | |
|--------------------------------|--|
| Title: | SO1310/1311 Introduction to Sociology (10 ECTS) |
| Module Content/Outline: | <p>This module introduces students to the discipline of Sociology. Sociology enables us to understand and critically explore the social world in which we live. The module introduces students to the distinctive questions that sociologists ask about human society, and the theories, concepts and analytical tools used in the search for answers. Students are encouraged to develop a 'sociological imagination' in order to understand the inter-relationships and dependencies between the individual, society and wider global processes.</p> <p>The module considers the nature of sociology in terms of its historical origins, its key theoretical traditions and the role of research in analysing social issues. It examines major themes such as multiculturalism and citizenship; migration and immigrant incorporation; racism, identities and education; the changing role of families; the changing nature of work; the emergence of knowledge economies; network societies; social inequalities and change; gender; the social construction of reality. The themes are pursued in relation to Ireland, Europe and processes of globalisation. In particular the rapid social and cultural change that has occurred in Irish society in recent decades is examined.</p> |
| Lecturer(s): | Dr Daniel Faas and Prof Richard Layte |
| Learning Objectives: | <p>Students successfully completing the module should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a general knowledge of Sociology as a discipline, outline the chronology of the main periods of development of human society, and recognise the canonical theorists referred to in the module; • Discuss and engage in key sociological topics such as migration, education, identities, inequalities, gender, organizations and networks, and explain why these themes have attracted the interest of sociologists and what the main challenges are; • Compare and contrast different theoretical perspectives on key dimensions of society • Identify and apply sociological theories to real world social phenomena, particularly the case of Ireland and assess the strengths and weaknesses of the selected theories in relation to particular aspects of Irish society; • Compare and contrast the main quantitative and qualitative methods in the research process; • Articulate an informed and independent argument in essays, discussions and examination questions. |

| | |
|--|---|
| Lectures &Tutorials/ Contact hours: | Two lectures and one tutorial per week |
| Workload: | Lectures: 44 hrs; Tutorials: 22 hrs; Exams/assignments: 44 hrs; Self-study: 140 hrs. Total: 250 hours. |
| Recommended Texts/ Key Reading: | <p>The main textbook recommended for purchase is:</p> <ul style="list-style-type: none"> • Macionis J. and K. Plummer (2012) <i>Sociology: A Global Introduction</i>, Harlow: Pearson Education/Prentice Hall Europe (5th edition). <p>Please note that this textbook is available from Hodges Figgis bookstore as 'Introduction to Sociology' compiled by Daniel Faas and Richard Layte (Pearson Custom Publishing).</p> <p>All other resources will be on reserve in the library and/or on Blackboard in folder SO1310/1311. The Blackboard folder is updated regularly (http://mymodule.tcd.ie/).</p> |
| Assessment | <p>Essay (30%) Annual exam (70%)</p> <p>Attendance at tutorials is compulsory. Failure to attend at least half of the tutorials will automatically result in a 10% (one full grade) deduction from the overall module grade.</p> |
| Date for submission | Thursday 17 December 2015 (essay) |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour examination |

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| Title: | SO2310 Introduction to Social Research (10 ECTS) |
| Module Content/Outline: | This module is designed to introduce students to the principles and methods of quantitative (Part I) and qualitative research (Part II). This module has several primary objectives: one goal is to familiarise students with the different methods employed in quantitative and qualitative research. The second is to provide a number of practical, applied tools during the course of the two semesters and to give students an opportunity to practice and implement these tools. The fourth is to read and discuss work by quantitative and qualitative researchers, especially focusing on the lessons they learned and the challenges they faced. The final goal is to help students understand how to move from project design, to project implementation, to data analysis and reporting in both quantitative and qualitative research. |
| Lecturer(s): | Dr Mark Ward and Dr Donagh Davis |
| Learning Objectives: | <p>Students successfully completing the module should be able to:</p> <ul style="list-style-type: none"> • Describe the range of tools used in quantitative and qualitative social research; • Select and apply appropriate research methods for investigating social phenomena; • Assess the strength and weaknesses of selected methodologies; • Collect, analyse and report quantitative and qualitative data appropriately; • Summarise and critically discuss sociological research reports and publication. |
| Lectures &Tutorials/ Contact hours: | Two lectures and one tutorial per week |
| Workload: | Lectures: 44 hrs; Tutorials: 22 hrs; Exams/assignments: 44 hrs; Self-study: 140 hrs. Total: 250 hours. |
| Recommended Texts/ Key Reading: | <p>The main textbook recommended for purchase is:</p> <ul style="list-style-type: none"> • Bryman, A. (2012) <i>Social Research Methods</i>, Oxford: Oxford University Press (4th edition). <p>Other key texts:</p> <ul style="list-style-type: none"> • Babbie, E. (2007) <i>The Practice of Social Research</i>, 11th ed., Thousand Oaks: Wadsworth. • De Vaus, D.A. (2002) <i>Surveys in Social Research</i>, 5th ed., Crows Nest: Allen &Unwin • Scheper-Hughes, N. (2001) <i>Saints, Scholars and</i> |

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| | <p><i>Schizophrenics</i>, Berkeley: University of California Press.</p> <ul style="list-style-type: none"> • Whyte, W. (1993) <i>Street Corner Society: Social Structure of an Italian Slum</i>, Chicago: University of Chicago Press. • Hochschild, A. (2003) <i>The Second Shift</i>, London: Penguin. |
| Assessment | <p>Part I: Coursework (50%)</p> <p>Part II: Examination (50%); the exam will cover the material from the second half of the module, i.e. qualitative methods.</p> <p>Attendance at tutorials is compulsory. Failure to attend at least half of the tutorials will automatically result in a 10% deduction (one full grade) from the overall module grade.</p> |
| Date for submission | TBA |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour end-of-year examination |

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| Title: | SO2343 Gender, Work and Family (10 ECTS) |
| Module Content/Outline: | <p>The first half of the module looks at how gender shapes the organisation of work and family life. It introduces theoretical explanations for these gender differences, and examines them in areas such as education, work, poverty, housework, childcare and policies. Examples from Ireland are used to illustrate the shifting dynamics of gender and work in recent decades, alongside international perspectives which provide a comparative view of change.</p> <p>The second half of the module builds on the first by examining in detail one specific domain where relations between men and women have taken diverse forms across different societies: the family. Has the nuclear family always held the position it currently enjoys as the most dominant family form in Western societies? Or does a more historical perspective reveal different, not-so-nuclear family arrangements in the past? Further, the module examines the so-called 'crisis' now facing the conjugal family unit in contemporary societies due to a proliferation of 'new family forms'. Is the institution of the family as fragile as some would suggest (rising divorce rates are often cited as evidence of this) or is it far more resilient that we give it credit for (the continued popularity of marriage is often cited as evidence of this)? These questions, and more, are pursued by examining change and continuity to families with reference to Ireland, Europe, North America, and Africa.</p> |
| Lecturer(s): | Dr Jemimah Bailey and Dr David Ralph |
| Learning Objectives: | <p>On successful completion of the module, you will be able to:</p> <ul style="list-style-type: none"> • Outline the main theories explaining gender differences in work and family life; • Engage with concepts such as occupational segregation, the gender wage gap, glass ceiling, work-life conflict; • Understand factors underlying the remarkable changes in gender and work in Ireland in the past 20 years; • Outline different theories of the family from Functionalist, Marxist and Feminist perspectives; • Approach the family as a social institution from a historical as well as a contemporary sociological perspective; • Discuss the 'family values crisis' debate and assess whether there is evidence for as much continuity as there is change to the modern family's form and function. |
| Lectures & Tutorials/ Contact hours: | Two lectures and one tutorial per week |

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| Workload: | Lectures: 44 hrs; Tutorials: 22 hrs; Exams/assignments: 44 hrs; Self-study: 140 hrs. Total: 250 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Wharton, A. (2012) <i>The Sociology of Gender: An Introduction to Theory and Research</i>, Second edition. Wiley-Blackwell. • Padavic, I. and Reskin, B (2002) <i>Women and Men at Work</i>, Second edition. Pine Forge Press. • Cheal, D. (2008) <i>Families in Today's World: A Comparative Approach</i>. Routledge. • Ribbens McCarthy, J. and R. Edwards (2010) <i>Key Concepts in Family Studies</i>. Sage. • McKie, L. and S. Callan (2012) <i>Understanding Families: A Global Introduction</i>. Sage. |
| Assessment | <p>The first half of the year is assessed by coursework (50%). The second half of the year is assessed by annual exam (50%).</p> <p>Attendance at tutorials is compulsory. Failure to attend at least half of the tutorials will automatically result in a 10% (one full grade) deduction from the overall module grade.</p> |
| Dates for submission | TBA |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour examination at end of year |

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| Title: | SO2350 Power, State and Social Movements (10 ECTS) |
| Module Content/Outline: | <p>The first half of this module focuses on social movements, seeking to understand what social movements are, how they work and what effects they have. The course looks at a variety of social movements in Ireland and beyond and explores them using theory and practical reflection on the movements. We ask what distinguishes social movements from mere protest groups. We study how social movements work and what they achieve. We also look at why people get involved and stay involved in movements dedicated to social change. There is a strong practical element to the course, with visiting speakers from social movements in Ireland discussing their own movement activities.</p> <p>The second part of the module will introduce you to anthropological understandings of power and the state. It will approach this task by questioning the idea that the modern state (liberal, democratic, national, capitalist) that emerged in Europe since the 16th Century is the telos (end-point) of all humanity. This questioning is prompted by the manner in which the modern state and its institutions have been foisted on the rest of the world as a result of colonization, decolonization and today in the name of 'conflict resolution' and 'good governance' (also known as the liberal peace project). From an anthropological perspective, the modern state is not the telos of humanity, merely what James C. Scott (2012) describes as a currently hegemonic module that has crushed a host of vernacular political forms: stateless bands, tribes, free cities, loose confederations of towns, maroon communities, empires.</p> |
| Lecturer(s): | Dr David Landy and Dr Andrew Finlay |
| Learning Objectives: | <p>On successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> • Discuss key theoretical questions relating to social movements and a 'politics from below': framing, recruitment, mobilisation, institutionalisation, and identity in movements; • Apply this theoretical understanding to the practices of social movements in Ireland and elsewhere; • assess both conventional understandings of power and the state and their critique |

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| | <ul style="list-style-type: none"> • understand something of the relationship between the rise of the modern state and the emergence of the social sciences; • reflect on the contingency of your own location; • discuss the relationship between the state, power, violence and racism; • assess some of the difficulties involved in resistance. |
| Lectures & Tutorials/ Contact hours: | Two lectures and one tutorial per week |
| Workload: | Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 80 hrs; Self-study: 126 hrs. Total: 250 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Gledhill, J. (2000) <i>Power and its disguises anthropological perspectives on politics</i>, Pluto. • Inda J. X. (ed) (2005) <i>Anthropologies of modernity: Foucault, governmentality and life politics</i>, Blackwell. • Goldberg, T. (2002) <i>The Racial State</i>, Blackwell. Alinsky, S. (1971) <i>Rules for Radicals</i> New York: Vintage Books. • Crossley, N. (2002) <i>Making Sense of Social Movements</i>. Buckingham: Open University Press. • Snow, D. Soule, S. and Kriesi, H. (eds) (2007) <i>The Blackwell Companion to Social Movements</i>. Oxford: Blackwell. • Connolly, L. and Hourigan, N. (eds) (2007) <i>Social Movements and Ireland</i>. Manchester: Manchester University Press. |
| Assessment | Part I: Coursework (50%) Part II: Examination (50%) |
| Dates for submission | TBA |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour end-of-year examination |

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| Title: | SO3201 Social Theory (10 ECTS) |
| Module Content/Outline: | <p>This module examines some of the key theoretical issues in sociology. In Michaelmas Term the class will be introduced to key theorists, both from the 'classical' and the more 'contemporary' periods, and will explore how these theorists have addressed core themes in sociological inquiry. The course will explore how social theories seek to explain social change, and critically examine ideas about the individual and society, social conflict, and the nature of sociology. The class will look at the work of Marx, Durkheim, Weber, Parsons, Foucault, Giddens and Bourdieu, and examine the concepts of functionalism, conflict theory, social interactionism, symbolic interactionism, cultural capital and habitus.</p> <p>The focus in Hilary Term changes to contemporary social theory. The course reiterates the core issues in sociological theory and then builds upon classical theory to develop conceptual devices to solve these issues using actual examples from sociological research. Students are taught how to deploy these concepts and mechanisms to provide insight into different sociological phenomena. The course provides students with a structured understanding of what constitutes an explanation in the social sciences and makes a social theory sociological, i.e. an ability to integrate social pressures or expectations into models of human strategic behaviour and social interaction. In so doing it provides theoretical tools that can explain how social coordination and cooperation can both emerge and break down. The course provides students with different models of human behaviour as well as a toolkit of social concepts and processes with which they can build powerful hypotheses to understand and explain phenomena in the social sciences.</p> |
| Lecturer(s): | Dr Jemimah Bailey and Prof Richard Layte |
| Learning Objectives: | <p>On successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> • Apply different classical sociological perspectives to various aspects of social life; • Critically assess the texts examined during the course; • Outline the key debates in classical social theory; • Conduct comparative analysis of theorists' main ideas; • Critically assess the explicit and implicit theories deployed in empirical sociological research; • Be able to list and understand the components of social explanation; • Know and understand different models of human behaviour and their implications for social explanation; |

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| | <ul style="list-style-type: none"> • Understand the necessary components of social cooperation and coordination: • Be able to deploy different conceptual devices and processes to explain specific social phenomena. |
| Lectures & Tutorials/ Contact hours: | One lecture and one tutorial per week |
| Workload: | Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 80 hrs; Self-study: 126 hrs. Total: 250 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Craib, I. (1997) <i>Classical Social Theory</i>. Oxford: Oxford University Press. • Holloway J. (2002) <i>Change The World Without Taking Power</i>, Pluto Press. • Calhoun, C. et al (eds.) (2012) <i>Contemporary Sociological Theory</i>, Wiley Blackwell. • Coleman, J.S. (1994) <i>Foundations of Social Theory</i>, Bleknap, Harvard. |
| Assessment | Part One of the module will be assessed by essay (40%) and attendance and tutorial contribution (10%).Part Two of the module will be assessed by exam (50%). |
| Dates for submission | TBA |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour end-of-year examination |

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| Title: | SO3230 Globalization and Development (10 ECTS) |
| Module Content/Outline: | <p>Part I: Theories of Globalization The first part of this module deals with theories of globalization. Globalization and Development are two much discussed and debated concepts. How should we understand and address them today? How are they linked? What are the trends in both globalization and development? How is our understanding of both globalization and development changing in light of the recent global economic crisis and persistent systemic weaknesses? Can an institutionalist approach improve thinking and practice in development? We will investigate the trends that are going to shape the world in the coming decades: increased interconnectedness, crises in existing economic, political and social institutions within nations and internationally; increasing pressure on natural resources; huge demographic shifts; a shifting in the geo-political balance of power, specifically the rise of China and India.</p> <p>Part II: Body Matters in Globalization and Development Development and Globalization are too often dealt with as abstract concepts within abstract theories, and sometimes it can be difficult to connect them to human experience and human collectivities on the ground. In this module we look at how and why the human body and human culture matter in globalization and development. The biological experiences of birth, reproduction and death are central to a person's experience of development and globalization, and are embedded in social institutions, as is the no less important reproduction of culture, including religion. What happens to the dominant theories of development and globalization when these body and soul matters are put centre stage?</p> |
| Lecturer(s): | Dr Anne Holohan |
| Learning Objectives: | <p>Students successfully completing this module will be able to:</p> <ul style="list-style-type: none"> • Think critically about globalization and development issues as posed in the world today; • Understand the relationship between the economy, society and politics, in theory and in practice in relation to globalization and development; • Understand how globalization is impacting developed countries, the BRIC countries and the poorest countries; • Critique dominant neo-liberal economic approaches to development and globalization; • Analyze institutions at the macro-, meso- and micro- |

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| | <p>level of development;</p> <ul style="list-style-type: none"> • Understand the role of breastfeeding, menstruation and access to toilets in development in a globalized world; • Analyze the role of culture, in particular, religion, in development in a globalized world |
| Lectures & Tutorials/ Contact hours: | One lecture and one tutorial per week. |
| Workload: | Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 44 hrs; Self-study: 162 hrs. Total: 250 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Guthrie, D. (2009) <i>China and Globalization</i>, London: Routledge. • Gupta, D. (2007) <i>Can India Fly?</i> Stanford: Stanford University Press. • Palmer, G. (2009) <i>The Politics of Breastfeeding</i>. Pinter and Martin. • Stiglitz, J. (2003) <i>Globalization and its Discontents</i>. Penguin. |
| Assessment | Part One of the module will be assessed by course work (50%). Part Two of the module will be assessed by exam (50%). |
| Dates for submission | TBA |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour examination |

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| Title: | SO3240 Researching Society (10 ECTS) |
| Module Content/Outline: | <p>This module provides students with the knowledge and practical skills necessary to pursue a wide range of social research. It serves both as a free-standing module and as preparation for students to conduct original research and complete a research dissertation in their Senior Sophister year.</p> <p>Part I of the module builds on the broad introduction to social research in second year, which explored the range of techniques employed in qualitative methods, overviewed basic methods of qualitative analysis and began the process of developing written arguments. In particular the module will focus on designing and formulating a research project with corresponding sampling, data collection and analysis methods. This part of the module will also particularly focus on research proposal requirements.</p> <p>Part II of the module continues on from the introduction to quantitative methods in second year, which covered survey design, sampling, data collection techniques and basic descriptive analysis methods. The various stages of designing a quantitative research project are examined with particular focus on data analysis. As generalisations from the sample to the population are of key importance in quantitative research, statistical inference is introduced and inferential statistics are applied. This is accompanied by instruction in using SPSS software to analyse numerical data.</p> |
| Lecturer(s): | Dr Daniel Faas and Dr Mark Ward |
| Learning Objectives: | <p>Students successfully completing this module will be able to:</p> <ul style="list-style-type: none"> • Design a social research project; • Formulate appropriate research questions; • Select and justify the most appropriate research method to answer particular research questions; • Discuss the advantages and disadvantages of various research methods; • Distinguish and apply suitable types of analysis to varying research designs; • Apply appropriate ethical standards to research design; • Read and critically discuss published research. |
| Lectures & Tutorials/ Contact hours: | <p>Part I (Michaelmas Term): One lecture, one tutorial per student per week</p> <p>Part II (Hilary Term): One lecture, one computer lab per student per week</p> |

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| Workload: | Lectures: 22 hrs; Tutorials: 11 hrs; Labs: 11 hrs; Exams/ assignments: 60 hrs; Self-study: 146 hrs. Total: 250 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Babbie, E. et al. (2011) <i>Adventures in Social Research</i>, London: Sage. • Gilbert, N. (ed) (2008) <i>Researching Social Life</i>, London: Sage. • Marsh, C. and Elliott, J. (2008) <i>Exploring Data</i>, Cambridge: Polity Press. • Seale, C. (ed) (2004) <i>Researching Society and Culture</i>, London: Sage. • Sapsford, R. (2007) <i>Survey Research</i>, London: Sage. |
| Assessment | Part I: Coursework (50%) Part II: Coursework (20%), Exam (30%) |
| Date for submission | TBA |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 1.5 hour examination |

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| Title | SO3250 Race, Ethnicity and Identity (10 ECTS) |
| Module Content/Outline: | <p>The module provides an overview of issues surrounding race, ethnicity and identity, by providing a theoretical understanding of the issues and investigating recent developments in immigration, racism, and the politics of multiculturalism and integration, in Ireland, Europe and further afield.</p> <p>Part I of the module – Race, Ethnicity and Identity: A theoretical introduction –explores how ideas of race, ethnicity and identity are socially constructed, before investigating the origins of nationalism and processes of racialisation. We will examine sociological theories of the racial state, learn how to analyse media representations of race and ethnicity and situate race and ethnicity within social, political and economic processes. Students will gain an overview of various approaches to 'race' including exploring how differences 'beyond race' such as hybridity and diaspora are negotiated. Finally, we will ask if it is possible to move 'beyond race' and look at the possibilities and the problems of anti-racism.</p> <p>Part II of the module – States, Migration and Ethnicity – aims to promote further reflection on the interactions between states, identity, ethnicity and race. We will explore how immigration is affecting contemporary West European politics and society. We will examine the role of the state in managing 'difference', particularly the concepts of multiculturalism, citizenship and integration. Issues such as refugee and asylum, borders, the rise of far right parties and immigrant protests and riots will be examined in the context of Europe.</p> |
| Lecturer(s): | Dr Elaine Moriarty and Dr Zoe O'Reilly |
| Learning Objectives: | <p>On successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> • Critically theorise and contextualise race and ethnicity with reference to culture, state, gender, nation, and globalisation; • Critically analyse media representations of race and ethnicity; • Apply a race critical theory approach with particular reference to Ireland; • Discuss recent developments in relation to immigration, racism and citizenship; • Critically discuss theories of identity and nationalism; • Compare and contrast immigration, citizenship and integration regimes in Western Europe; • Explain and discuss the implications of migrant protests and riots in Western Europe; |

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| | <ul style="list-style-type: none"> Account for the development of extreme right parties and groups in Western Europe. |
| Lectures &Tutorials/ Contact hours: | One lecture and one tutorial per week. |
| Workload: | Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 80 hrs; Self-study: 126 hrs. Total: 250 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> Back, L. and Solomos J. (eds.) (2008) <i>Theories of Race and Racism</i>, London: Routledge. Howard, M.M. (2009) <i>The Politics of Citizenship in Europe</i>, New York: Cambridge University Press. Koopmans, R., Statham, P. Giugni, M. and Passy, F. 2005. <i>Contested Citizenship: Immigration and Cultural Diversity in Europe</i>. Minneapolis: University of Minnesota Press Kundnani, A. (2007) <i>The End of Tolerance: Racism in 21st Century Britain</i>. Pluto Press. Lentin, R. and McVeigh, R. (2006) <i>After Optimism? Ireland, Racism and Globalisation</i>. Metro Eireann Publications. Messina, A.M. 2007. <i>The Logic and Politics of Post-WWII Migration to Western Europe</i>. Cambridge: Cambridge University Press |
| Assessment | The first half of this module is assessed by coursework (50%) The second half of this module is assessed by exam (50%). |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3 hour examination |

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| Title: | SO3260 Social Inequality (10 ECTS) |
| Module Content/Outline: | The first part of the module examines the causes and consequences of social inequality in Irish and European society. It describes the nature and extent of social inequality in areas such as income, education, health, and social class. The module puts particular emphasis on the economic basis of social inequality and its justification in society as well as on mechanisms and processes that reproduce inequality across generations. In the second part of the module, leading researchers in Ireland introduce selected areas of inequality research, their policy context and familiarises students with the main issues and findings in these research areas. |
| Lecturer(s): | Dr Simone Schneider and ESRI staff |
| Learning Objectives: | <p>Students successfully completing the module will be able to:</p> <ul style="list-style-type: none"> • Describe social inequalities in Irish society and compare that with the situation in other advanced industrial societies; • Critically discuss and evaluate the evidence for theories of causes of social inequality; • Critically discuss and evaluate the evidence for theories of consequences of social inequality; • Identify and discuss the policy implication of research findings in inequality research. |
| Lectures & Tutorials/ Contact hours: | One lectures and one tutorial per week. |
| Workload: | Workload: Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 44 hrs; Self-study: 160 hrs. Total: 250 hours |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Goldthorpe, J. (2007) <i>On Sociology. Volume Two</i>, Stanford University Press • Wilkinson, R. and Pickett, K. (2010): <i>The spirit level. Why equality is better for everyone</i>. Penguin Press • Fahey, T., Russell, H. and Whelan, C.T. (eds) (2007) <i>Best of Times? The social impact of the Celtic Tiger</i>, Dublin: IPA. |
| Assessment | Part One of the module will be assessed by course work (50%). Part Two of the module will be assessed by exam (50%). |
| Dates for submission | TBA |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |

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| Title: | SO4200 Sociology/Social Policy Dissertation (15 ECTS) |
| Module Content/Outline: | <p>The dissertation is available to single honours majors in sociology, final year TSM majors and Sociology and Social Policy students. It involves writing a dissertation of 12,000-15,000 words. Students work with an individual supervisor drawing on a research proposal completed as part of the Junior Sophister Researching Society module.</p> <p>Part I of the fortnightly seminar (Michaelmas Term) discusses thematic issues including how to formulate research questions, how to write a literature review, how to structure a dissertation and how to connect theory, methodology and data. Part II (Hilary Term) is based on individual presentations of students' work in progress including problems encountered.</p> |
| Lecturer(s): | Dr Daniel Faas |
| Learning Objectives: | <p>Students successfully completing the module will be able to:</p> <ul style="list-style-type: none"> • Identify a sociological topic or problem and formulate appropriate research question(s) to answer it; • Critically discuss and synthesise relevant literature and link it with your research problem; • Discuss and reflect on your research methodology including ethical issues; • Analyse data and link new original findings to existing literature and theoretical aspects; • Discuss and reflect on your work-in-progress through individual in-class presentations; • Demonstrate the research skills required to carry out postgraduate research; • Write a dissertation to professional standards. |
| Lectures & Tutorials/ Contact hours: | One hour per fortnight attendance at dissertation seminar, plus regular contact with supervisor (see dissertation guidelines). |
| Workload: | Lectures: 10 hrs; Self-study/dissertation: 300-340 hrs. Total: 350 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Thomas, G. (2009) <i>How to do your Research Project</i>, London: Sage. • Walliman, N. (2004) <i>Your Undergraduate Dissertation</i>, London: Sage. |
| Assessment | Dissertation accounts for 100% of overall grade. |
| Dates for submission Penalties for late submission | <p>Thursday 7 April 2015.</p> <p>Without an authorised extension, the mark given will be lowered by one grade.</p> |

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| Title: | SO4230 Economic Sociology of Europe (15 ECTS) |
| Module Content/Outline: | <p>Part I – Issues in Employment and Economic Sociology – provides students with a systematic introduction to two central and rapidly changing aspects of labour markets in advanced market economies, the increasing participation and changing position of women and the role of migrants and the problem of their socio-economic integration. In the first part of the module which deals with the position of women on the labour market, theories and empirical findings regarding the divisions of paid and unpaid labour, labour market participation of women and wage and career inequality are discussed with a special emphasis on the interplay of individual decisions and formal and informal societal institutions. The second part focuses on migrant workers on the labour market. In this part, the module discusses different types of migrants and the associated economic benefits, the impact of migrants on the domestic labour market, patterns of socio-economic integration and the underlying processes and the attitudes of the host population towards migrants. Further, the module deals with issues arising from economic inequality and its impact on the fabric of contemporary society.</p> <p>Part II – Markets, States and Work – introduces students to important concepts, theories and empirical research in economic sociology and the sociology of work. The first section of the module discusses classical interpretations of the rise of ‘market society’ before analysing different systems of capitalism and welfare in Europe and the role of the state in shaping economies and societies and responding to pressures for institutional change. The second section focuses on contemporary experiences of work and unemployment in Western Europe, including the relationship between skills and work, services work, flexible work and the impact of ‘globalisation’ on work. In particular, we engage with debates on change and continuity in working lives in ‘post-industrial’ Europe. Finally, in the third section, Western European labour markets are analysed through the prism of labour migration. We examine policies on high skilled and low skilled labour immigration, as well as foreign workers’ experiences in different labour markets.</p> |
| Lecturer(s): | Dr Camilla Devitt and Dr Mark Ward |
| Learning Objectives: | <p>Students successfully completing the module will be able to:</p> <ul style="list-style-type: none"> • Relate classical interpretations of market society with contemporary experiences at work; • Compare and contrast and critically analyse different |

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| | <p>forms of capitalism in Western Europe;</p> <ul style="list-style-type: none"> • Engage in debates on the future of welfare states; • Critically analyse theories of change and continuity in contemporary work experiences; • Describe and account for different labour immigration policies in Western Europe; • Communicate effectively in both oral and written form through PowerPoints, discussions and research essays. |
| Lectures & Tutorials/ Contact hours: | One lecture and one tutorial per week. |
| Workload: | Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 22 hrs; Self-study: 284 hrs. Total: 350 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Blau, F., Ferber, M.A. and Winkler, A.E. (2006) <i>The Economics of Women, Men and Work</i>, Pearson Prentice Hall: Upper Saddle River. • Borjas, G.J. (1999) <i>Heaven's Door: Immigration policy and the American economy</i>, Princeton: Princeton University Press. • Edgell, S. (2012) <i>The Sociology of Work. Continuity and Change in Paid and Unpaid Work</i>. London: Sage • Haas, J. (2007) <i>Economic Sociology: An Introduction</i>. Abingdon: Routledge • Bosch, G., Lehndorff, S. and Rubery, J. (eds.) (2009) <i>European Employment Models in Flux: A Comparison of Institutional Change in Nine European Countries</i>. Basingstoke: Palgrave MacMillan • Ruhs, M. and Anderson, B. (2010) <i>Who Needs Migrant Workers? Labour Shortages, Immigration and Public Policy</i>. Oxford: Oxford University Press. |
| Assessment | In Part I, students are assessed by an essay (40%) and seminar presentation (10%). Part II is assessed through exam (50%). |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour examination |

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| Title: | SO4253 Conflict Studies (15 ECTS) |
| Module Content/Outline: | <p>There is a renewed interest among liberal interventionists and peacemakers in sociology and anthropology. Hitherto, the prevailing emphasis among liberal interventionists has been on 'good governance' and state-building as the way to resolve conflict. The failure of this approach is understood to be due to its 'lack of anthropological sensitivity' – hence the renewed interest in sociology/anthropology.</p> <p>Part one of 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. 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 Irish/British peace process. 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.</p> <p>Part two of the module offers a closer look at Israel/Palestine, one of the major conflict zones of our time. Israel/Palestine is a paradigmatic example of a long running conflict, and of a modern state which aims to ensure the ongoing dominance of a particular ethnic group. This part of the module examines both the conflict and the reactions of the various parties, taking a critical look at Israeli and Palestinian responses to the conflict. We also examine international interventions in the conflict – both what has motivated the extraordinary international interest in Israel/Palestine and the effect of this involvement.</p> <p>The class uses the particular issue of Israel/Palestine to develop an in-depth understanding of a conflict situation, which has general applicability. Key debates that this class engages in is the use of human rights by parties in conflict situations, problems with resistance strategies to oppression, the representation of conflict, and critiques of the role of outside intervention.</p> |
| Lecturer(s): | Dr Andrew Finlay and Dr David Landy |

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| Learning Objectives: | <p>On successful completion students will have a critical understanding of:</p> <ul style="list-style-type: none"> • understand the knowledge claims about conflict, culture, identity, race and ethnicity that underpin Western liberal approaches to the management of difference and conflict; • parse some of the main critiques of liberal intervention • distinguish different kinds of power, their role in government and relationship to knowledge; • reflect on the relationship between one's social position and knowledge production; • relate these specific instances of conflict to wider theoretical understandings within race and conflict studies; • understand the main issues involved in the Israel/Palestine conflict • theorise the roles of normalisation and resistance within conflicts; • critically analyse the role of external involvement and the 'peace industry' within a conflict zone; • understand the reasons behind the globalisation of these conflicts and relate this to other conflicts. |
| Lectures & Tutorials/ Contact hours: | One lecture and one tutorial per week. |
| Workload: | Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 22 hrs; Self-study: 284 hrs. Total: 350 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Brewer, J.D. (2010) <i>Peace Processes: A Sociological Approach</i>, Cambridge: Polity Press. • Finlay A. (2010) <i>Governing Ethnic Conflict, Consociation, Identity and the Price of Peace</i>, London: Routledge. • Lentin, R. (ed.) (2008) <i>Thinking Palestine</i>. London: Zed. • Makdisi, S. (2008) <i>Palestine Inside Out: An Everyday Occupation</i>. New York: W. W. Norton & Company. • Milton-Edwards, B. (2009) <i>The Israeli-Palestinian Conflict: A People's War</i>. London: Routledge. |
| Assessment | Part I: Reflective journal (50%) Part II: Exam (50%) |
| Dates for submission | Reflective journal December 2015. |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade. |
| Examination | 1 x 3-hour examination |

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| Title: | SO4293 Social Networks and Digital Lives (15 ECTS) |
| Module Content/Outline: | <p>Over one in three people on the planet is already connected to the Internet and millions more become connected every month. We all live digital lives, whether we are connected or not, as the structures and norms in society are increasingly organized around the rapid creation and sharing of digital information. The technology is continuously changing as are some aspects of social behaviour, but much of how people behave, and patterns of power in society, are unchanged. Partly because increased connectivity is merely an amplification of the expression of long-existing needs and behaviour, but also because technology is but a tool and people, and institutions, use it to further their own priorities and agendas. This course places digital technologies in their socio-political-historical context, explores the ideas around networks and examines how core institutions (work, the economy, the media, government, family, politics) and norms (privacy, sharing, feeling rules) — are being impacted by new technologies.</p> <p>In Part 1, we will explore the structure and features of social networks and their implications for collective behavior. We ask how are digital technologies changing who we connect with and the norms underpinning these connections. Why does the presentation of self merit renewed exploration in the digital era? What roles do law and social norms play in keeping anti-social behavior in check? What norms are evolving about what is acceptable behavior with digital devices and in mediated interaction, and what is not? What is social netiquette? How is it evolving? What does privacy mean in the digital era? How are our relationships now conducted and shaped, from friendship and family, romantic to community? We will look at how people are navigating the social dilemmas that emerge with the integration of technology and connectedness into their waking and sleeping lives.</p> <p>In Part 2, we explore how power and inequalities are being played out in the digital era. At the individual, societal and international level, we ask where does power lie in the digital era? Are old powerful institutions (states, firms) being challenged successfully by newer ones such as Wikileaks and peer production? Are networked individuals like Bradley Manning and Edward Snowden heroes or traitors? Are achieving the goals of social movements and revolutions easier with technologies? Or harder? How are changing norms around privacy and sharing contributing to the shifts in production and power brought about by Big Data and surveillance? Do digital technologies serve authoritarianism as well as democracy? Misogyny as well as fourth wave feminism? We look at the</p> |

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| | implications of social networks and digital technology on work and employment and explore the role of gaming in this and other spheres. We also consider the implications of those changes in terms of wealth and equality for those on both sides of both kinds of digital divide: access and differing levels of skills. |
| Lecturer(s): | Dr Anne Holohan |
| Learning Objectives: | <p>Students successfully completing the module will be able to:</p> <ul style="list-style-type: none"> • Apply different theoretical and methodological approaches to social networks; • Analyse the impact of information and communication technologies on political, economic and social institutions; • Engage with theories of the networked society and the digital era; • Critically appraise the impact of new technologies on social norms and practices in diverse areas, including sexuality, death and crime. |
| Lectures & Tutorials/ Contact hours: | One lecture and one tutorial per week. |
| Workload: | Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 22 hrs; Self-study: 284 hrs. Total: 350 hours. |
| Recommended texts/ Key Reading: | <ul style="list-style-type: none"> • Wellman, B. and Rainie, L. (2013) <i>Networks: The New Social Operating System</i>. • Christakis, N. and Fowler, J. (2011) <i>Connected: The Amazing Power of Social Networks and How They Shape Our Lives</i>. Harper Press. • Mozarov, E. (2011) <i>The Net Delusion: How Not to Liberate the World</i>. Penguin. • Standage, T. (2007) <i>The Victorian Internet</i>. Walker & Company. |
| Assessment/Examination | Coursework (50%) Annual exam (50%) |
| Dates for submission | TBA |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour examination |

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| Title: | SO4292 Migration (15 ECTS) |
| Module Content/Outline: | <p>Part I of the module examines the social, cultural and economic integration of migrants and their children in Europe and the United States. After an introduction to the central theoretical perspectives in the assimilation discourse, we explore the attainment of migrants in the labour market, education and socio-culturally. We examine how these integration dimensions are influenced by host country institutions, origin country social structures and how they interact.</p> <p>Part II of the module examines key forms of contemporary international movement, migrations, mobilities and transnationalism. We begin with an overview of the main migration phases globally before moving on to explore particular aspects of contemporary migration such as intra-European mobility, high skilled migration, irregular migration and lifestyle migration. Conceptual and empirical discussions will be linked to wider social transformations including the economic downturn, globalisation and securitization after 9/11.</p> |
| Lecturer(s): | Dr David Ralph and Dr Elaine Moriarty |
| Learning Objectives: | <p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> • Explain and critically discuss the main theories of migration and the social integration of migrants; • Discuss and evaluate the links between migration, globalisation, securitization and the economy; • Explain, critically analyse and compare the integration of migrants across a number of dimensions, host and origin countries; • Critically engage and examine current empirical research and policy documents in the field of migration. |
| Lectures &Tutorials/ Contact hours: | One lecture and one tutorial per week. |
| Workload: | Lectures: 22 hrs; Tutorials: 22 hrs; Exams/assignments: 22 hrs; Self-study: 284 hrs. Total: 350 hours. |
| Recommended Texts/ Key Reading: | <ul style="list-style-type: none"> • Castles, S. and Miller, M.J. (2009) <i>The Age of Migration: International Population Movements in the Modern World</i> (4th ed.), Basingstoke: Palgrave Macmillan. • Ette, A. and Faist, T. (eds) (2007) <i>The Europeanisation of National Policies and Politics of Immigration: Between Autonomy and the European Union</i>. Basingstoke: Palgrave Macmillan. • Alba, R. and Nee, V. (2003) <i>Remaking the American mainstream. Assimilation and contemporary immigration</i>, |

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| | Harvard University Press. <ul style="list-style-type: none"> • Heath, A., Roblon, C. and Kilpi, E. (2008) 'The second generation in Western Europe: Education, unemployment and occupational attainment' <i>Annual Review of Sociology</i>, 34: 211-235. |
| Assessment | Part I: Essay (50%) Part II: Annual exam (50%) |
| Deadline for essay | December 2015 |
| Penalties for late submission | Without an authorised extension, the mark given will be lowered by one grade |
| Examination | 1 x 3-hour end-of-year examination |

Important regulations for Erasmus and Visiting Students

Erasmus and Visiting Students may not choose SO4200 Sociology/Social Policy Dissertation under any circumstance. You should mainly pick second- and third-year (Senior Freshman and Junior Sophister) modules. However, in cases where your English and sociological background are adequate, you may also choose fourth-year (Senior Sophister) modules following discussion with the Erasmus Coordinator for Incoming Students, Dr. Mark Ward (wardm2@tcd.ie) and approval by the relevant lecturer.

10. BLACKBOARD

Blackboard is a virtual learning environment. All staff in the Department of Sociology use it to post module content, reading lists, PowerPoints and announcements and, in some cases, assignments.

To login to Blackboard (<http://mymodule.tcd.ie/>), please use your College Network username and password. If you cannot login, and receive a Kerberos error this indicates that your College network login password has expired.

To address this problem please follow the advice at [IS Services](#) or, if you continue to have problems, please email the IS Services Helpdesk at helpdesk@tcd.ie.

If you receive a message saying invalid username and/or password please check you are using the correct details. If this is the first time you have tried to log into Blackboard and you receive the invalid username and password message please email clt@tcd.ie for help.

Students are encouraged to check their relevant modules on Blackboard regularly.

11. ESSAY GUIDELINES

A sociology essay is based on research, and is a scientific piece of work. All books and articles read and used by you in writing your essay must be cited *both* in the essay itself and in an alphabetical bibliography. The standardised procedures for doing this are as follows:

Ten useful tips for writing essays:

1. Keep your points relevant
2. Understand the question
3. Always write a plan to organise your ideas
4. Do not just state, argue
5. Write in paragraphs using topic sentences
6. Write a short introduction
7. Write a short conclusion
8. Write clear and concise English
9. Always proof-read your work (e.g. typos)
10. Learn from essay feedback provided by your lecturer

The following booklet is highly recommended for essay writing training purposes and it contains examples of 'good' (first-class) and 'bad' (fail grade) essays:

Redman, P. (2006) *Good Essay Writing: a social sciences guide*, London: Sage.

Citations in an essay

(a) One author, one publication

The surname of the author, a comma, and the year of publication, all enclosed in brackets.

For example:

Denmark has shown that Danish women can show equal labour force participation, given state supported care (Moss, 1988).

(b) One author, more than one publication

The surname of the author, a comma, the year of the first publication, a comma, and the year of the second publication, all enclosed in brackets.

For example:

...now women's domesticity is often seen as a result of gender segregation in waged work (Walby, 1986, 1990).

(c) More than one author, one publication to each

The surname of the first author, a comma, the year of the first author's publication, a semi-colon, the surname of the second author, a comma, and the year of the second author's publication, all enclosed in brackets.

For example:

In most non-industrial societies, however, women make a substantial contribution to subsistence, and in many they are the main food providers (Rogers, 1980; Moore, 1988).

(d) More than one author, more than one publication to each
The procedures of (b) and (c) are joined.

For example:

It can also be seen to be about men as a class taking control of women's reproductive activities as husbands/male partners/fathers; scientists/medical practitioners; businessmen; and governmental leaders (Hamner, 1981, 1983; Allen, 1986, 1988).

(e) Co-authorship

In sociology it often happens that publications are co-authored. In this case, the two surnames of the authors are joined by an 'and'.

For example:

More women are staying single and more are living with men without formalising their relationship in marriage (Kiernan and Wicks, 1990).

(f) Prolific authors

Some authors are prolific and may write several books or articles in the same year. If you are dealing with such an author, then add an 'a', 'b', 'c', etc., as required, to the year of publication. You must specify in your bibliography which letter corresponds to which publication of that year.

For example:

Others claim that the evidence for this is unclear and unconvincing (Segal, 1991b).

Quotations in an essay

(a) Non-indented quotations

The quotation is placed in single inverted commas, followed by the surname of the author, a comma, the year of publication, a colon, and the page number, all enclosed in brackets.

For example:

Such charges, however, should not be understood as a result of capitalism alone, or simply as social structures responding to the 'needs' of capital. 'These processes of transformation have been equally determined... by the existing forms of kinship and gender relations' (Moore, 1988: 116).

(b) Indented quotations

The quotation is indented (i.e. set apart from your essay, which should end on a colon, by a line, and brought in by about 1cm on both sides). Note: all quotations **exceeding 40 words** in your essay must be indented. Do not use quotation marks for indented texts.

For example:

Here racism and sexism converge in particularly damaging definitions of black womanhood: Afro-Caribbean women are stereotyped matriarchs, or seen as single mothers who expose their children to a stream of different men while

Asian women are construed as passive victims... identified as failures because of their lack of English and refusal to integrate (Parmar, 1988: 199).

Preparing a bibliography

(a) Authored books

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the book italicised, a full stop, the place of publication, a colon, and the name of the publisher.

For example:

Habermas, J. 1971. *Towards a Rational Society*. London: Heinemann.

(b) Co-authored books

The authors' names are joined with an 'and'.

For example:

Morely, A. and Stanely, L. 1988. *The Life and Death of Emily Wilding Davison*. London: The Women's Press.

(c) Edited books

Between the initial of the author's first name and the year of publication, insert '(ed.)'.

For example:

Moi, T. (ed.) 1987. *French Feminist Thought: A Reader*. Oxford: Blackwell.

(d) Co-edited books

The authors' names are joined by an 'and', and '(eds)' is inserted.

For example:

Snitow, A. and Stansell, C. (eds) 1984. *Desire: The Politics of Sexuality*. London: Virago.

(e) Prolific authors

Add an 'a', 'b', 'c', etc., as required, to the year of publication.

For example:

Phillips, A. 1987a. *Divided Loyalties: Dilemmas of Sex and Class*. London: Virago.

Phillips, A. 1987b. *Feminism and Equality*. Oxford: Blackwell.

(f) Articles in journals

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the article in single inverted commas, a full stop, the title of the journal italicised, the volume of the journal, the number of the journal in brackets, a colon, and the page numbers of the article.

For example:

Hull, F. 1982. 'Organising for Innovation: beyond Burns and Stalker's organic type'. *Sociology* 16(4): 564-77

(g) Articles in edited books

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the article in single inverted commas, a full stop, the word 'in', the name of the author of the book with first initial followed by surname, and then as in (c) above.

For example:

Rendal, M. 1985. 'The Winning of the Sex Discrimination Act' in M. Arnot (ed.) *Race and Gender*. Oxford: Pergamon.

(h) Online resources and documents

Internet resources or newspaper articles usually also have an author. Put the surname of the author or government department, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the resource/article/document in single inverted commas, a full stop and proceed as shown in the examples. The most important point about referencing is that you are consistent throughout and choose one example and follow it strictly.

For example:

Townsend, M. 2003. 'Languages to bear brunt of school crisis'. Available online at: <http://education.guardian.co.uk/schools/story/0,5500,1032774,00.html> (accessed 1 May 2009).

Low marks in essays are usually due to one or more of the following:

1. Failure to answer the question, introduction of information or arguments irrelevant to the questions raised by the title of the essay;
2. Lack of understanding of the subject and concepts under discussion; confused arguments;
3. Failure to plan, jumping from point to point and back again, repetition, 'telling the story' in simple descriptive style instead of picking out and analysing the key issues
4. Insufficient factual information, vagueness, or generalisations unsupported by evidence;
5. Plagiarism, i.e. copying from elsewhere (a book, article, the internet etc) without acknowledgement or copying from another student. Trinity College takes plagiarism very seriously and plagiarism incurs serious penalties as outlined below;
6. Too great a reliance on a single source, resulting in a narrowness of analysis or interpretation; uncritical or passive regurgitation of material gleaned from sources;
7. In general it is wise not to rely on internet sources (e.g. Wikipedia) as your main sources.
8. Poor communication. It is your job to communicate clearly to the reader what you want to say. If you leave the reader in doubt as to your meaning because of misuse

of words, bad grammar, bad spelling or punctuation etc., then you have failed to communicate adequately.

You need to be able to address and answer the issues raised by the title or question of the essay. You also need to show evidence of wide and appropriate reading, the ability to assess and to critically evaluate the material encountered in the sources consulted. First-class work, as mentioned in the marking scheme, shows high originality not a mere synthesis of existing material or rehearsal of lecture notes. You need to be able to provide your own fresh perspective on a question, so please make full use of the library to locate material.

12. EXTENSION POLICY

Extensions of a few days, as in 'my printer collapsed last night / computer crashed' can be dealt with by the lecturer, who has discretion to give extensions for up to five working days. These can come directly as requests from the student, or sometimes via the College Tutor.

Extensions of more than a few days, particularly, but not only, where they involve illness of any kind, family circumstances, and bereavements **must** come from the student's College Tutor, and **must** all go to the Head of Department, **not** to individual lecturers. The Head of Department (Dr. Daniel Faas) communicates his decision to the College Tutor.

Students are required to append a medical certificate (where applicable) to their hard copy essay. Under no circumstances can coursework for any module be accepted after the start of the Trinity Term annual examinations.

13. PLAGIARISM

Copying work by published authors, from the internet or other students through unattributed direct quotation will be penalised by the Department and may also lead to University penalties. All direct quotation must be attributed to the author in question and referenced as explained above. Where you wish to quote from a secondary source, you must include both references in your text, i.e. *both* the source in which you found the quotation, *and* the source cited there, from which the quoted words had been taken.

Plagiarism can be avoided by following a few simple guidelines. The essential point to remember in this context is that we all, as students and academics, use and build on the work of others. There is nothing whatsoever to be ashamed of in doing this, but the key is that we do it in an open and explicit manner, and with due acknowledgement. When we use the work of others, therefore, either we quote their words directly and put these in quotation marks, or we paraphrase these. Either way, we provide an explicit citation of the work we are referring to, in the text, in a footnote, or both. To fail to do this is to risk being accused of plagiarism (<http://tcd-ie.libguides.com/plagiarism>)

All students are required to complete an **online tutorial** on plagiarism 'Ready, Steady, Write' <http://tcd-ie.libguides.com/plagiarism/ready-steady-write> and to sign a declaration that they have done so when submitting course work for assessment <http://tcd-ie.libguides.com/plagiarism/declaration>. The Department of Sociology uses an online submission software package which detects plagiarism (Turnitin) in all modules.

The University Calendar refers to various levels of plagiarism: **Level 1 Plagiarism** is not deemed to be academic misconduct. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty. You receive an informal verbal warning from the Director of Teaching and Learning. **Level 2 Plagiarism** is considered as academic misconduct. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will receive a mark capped at 41%. You receive a formal written warning from the Head of Department. **Level 3 Plagiarism** is considered as academic misconduct and there is no opportunity for resubmission. You receive a formal written warning from the Head of Department. **Level 4 Plagiarism** cases will be referred to the Junior Dean for disciplinary procedures. This is particularly the case where you have previously committed plagiarism and this is a repeat offence.

What constitutes plagiarism at a particular level, and the full consequences of being found to have committed plagiarism at that level, are summarized on the following webpage: <http://tcd-ie.libguides.com/plagiarism/levels-and-consequences>

14. MARKING SCHEME AND SUBMISSION OF WORK

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 -----

Submission of work

All coursework must be submitted on www.turnitin.com no later than 16:00 on the day of the deadline set by the lecturer. Failure to do this will automatically result in a 10% penalty. JF students only must submit their coursework in class at the end of the lecture, as advised by the lecturer. Failure to comply with these regulations will also result in a 10% penalty. The Department of Sociology takes no responsibility for coursework not submitted properly. After marking, JS and SS coursework is kept by the department for possible inspection by our external examiner. You must therefore keep your own copy prior to submission.

Please note the following five rules regarding submission of written work:

1. Essays should be within the word limits set by individual lecturers: aim to produce a concise argument, not a great quantity of flowery prose.
2. Written work should be typed, with double or one-and-a-half line spacing to make it easier for markers to read.
3. Leave a margin of 3cm on all sides of your work to allow markers to write comments and to optimise the presentation of your work.
4. List your sources at the end of your work in an alphabetical bibliography as specified in the essay guidelines section above. Acknowledge all quotations or other references to other people's work, in the same way as a scholarly book or article does, to show when you have borrowed other people's ideas or words.
5. All work must be submitted via www.turnitin.com, which among things acts as a plagiarism detector. Details of how to submit will be supplied for individual modules. An essay must be your own work, even though based on that of other writers. Please refer to the section on plagiarism in this handbook for more information.

Assessment of coursework

Assessment involves presentation, research and structure. In JF year, a specified proportion of the essay grade is given for each of these elements. In subsequent years the essay is graded as a whole, but you should bear in mind that markers still evaluate the essay in these terms.

In JF year, 20% of the essay mark is awarded to correct presentation. This includes citation, grammar, spelling, and clarity of expression. You must use a word processor when doing your essays – no handwritten essays will be accepted. Essays must have page numbers. 40% of the essay mark is awarded to research, i.e. evidence of reading. Another 40% of the essay mark is awarded to organisational structure, i.e. synthesis and organisation of ideas.

15. PASSING COURSEWORK AND ANNUAL EXAMINATIONS

Students must resubmit failed coursework within two weeks of being informed of their grade by the lecturer. Students who have failed to submit coursework for Michaelmas Term must arrange to see the Head of Department, Dr. Daniel Faas (daniel.faas@tcd.ie).

Students must undertake their examinations in line with individual course examination and compensation regulations.

Requests for re-check of grades

All students have the right to discuss their examination and assessment performance with appropriate members of staff, as arranged by the Head of Department.

However, re-checks and re-marking of any piece of work can only take place on three grounds: an observed error in the calculation of the exam mark, exam questions not being covered in the module or the examiner showing bias. In no other case will essays or exam papers be relouked at. The request must be made through their Tutor to the Head of Department or Director of Teaching and learning (Undergraduate) and must refer to one of these three grounds. Re-checking may result in lowering or raising the grade.

Students should be aware that in any event, no assessment or examination mark should be considered final until all marks have been reviewed by the external examiner at the end of the summer examinations. The current external examiner for Sociology is Professor Sally Shortall from Queens University Belfast.

16. SUPPLEMENTAL EXAMINATIONS

Any paper(s)/subject not taken at the annual examination for excused reasons must be taken at the supplemental session. Students who are absent from the supplementals without permission from the Senior Lecturer will have failed and will be excluded.

In the Senior Sophister year, when you take your final degree examinations, there are no supplemental exams in any of our degree programmes. Students who obtain an F grade as a result of a supplemental examination will be permitted to repeat the year.

BESS and PPES-specific regulations

In the annual examination, students who obtain an F1 in one paper need a mark of over 50 in another to compensate and avoid supplementals. Those who obtain an F1 in two or more papers or an F2 in one paper are deemed to have failed. In the supplemental examination, the compensation rule is more demanding in that students who obtain an F1 in one paper need at least two marks of over 50 in other papers to compensate and pass the year.

Students in the Freshman years must repeat only those subjects in which they failed, provided there are not more than two grades of F2, in which case all papers must be repeated.

Students in the Junior Sophister year who obtain four II.2 grades or better and two F1 grades are required only to resit the two failed papers. Students failing two papers, with one or both at the F2 level, are required to resit all papers. Students who fail three or more papers in the annual examination are required to resit all papers. Students must obtain an overall II.2 grade to be allowed to proceed to the Senior Sophister year. Further information is available in the BESS/PPES exam booklet by clicking [here](#).

TSM-specific regulations

In Junior and Senior Freshman years, students who obtain an F grade in one subject at the annual examination are required to do a supplemental examination in that subject only. Students who obtain an F grade in both subjects at the annual examination are required to do a supplemental examination in both subjects.

In Junior Sophister year, there are no supplementals for students following Pattern B. Those following Pattern A with an F grade in one subject at the annual examination sit for a supplementals in that subject only. Pattern A students who obtain an F grade in both subjects at the annual examination are required to sit for a supplemental in both subjects.

Students who have an overall pass in their subject and who may have an F mark (either F1 or F2) for an individual paper do not have to repeat that paper. Those who do not have an overall pass and who are required to supplement in one or both subjects should assume that they are retaking all examination papers.

Students who fail the annual examination solely because of a failure in assessed work done during the year may be required to resubmit that work without taking supplementals.

17. SCHOLARSHIP EXAMINATIONS

Election

Foundation scholars are elected annually in various subjects on the result of an examination held in January of each year. The names of those elected are announced in public by the Provost from the steps of the Examination Hall on the Monday in Trinity Week.

Entitlements

Foundation scholars (there are not more than 70 at any one time) and non-foundation scholars (these were added when the university expanded last century) are entitled to free Commons (meals in the Dining Hall), and free rooms in College. They also receive a salary (allowance), and do not have to pay fees. The entitlements of scholars can continue for some years after graduation, if they are engaged in further academic research or study.

Eligibility

Any undergraduate student, from any year, may sit scholarship. Given the need to have some background in the subject of the scholarship examinations, and the desirability of having a few years before graduation to profit from election, the traditional time to sit scholarship is in the Senior Freshman year. There is no quota on the number of scholars that may be elected in any one subject or department.

Examination

Candidates are examined in the modules of their course up to the end of Michaelmas Term of the Senior Freshman year.

Sociology I will contain six questions (four based on material covered in SO1310/11 Introduction to Sociology in the last academic year and two general questions). Candidates are expected to answer one question from each section of the paper. Sociology II will contain nine questions (six based on material covered in the first term on each of SO2310 Introduction to Social Research, SO2343 Gender, Work and Family, and SO2350 Power, State and Social Movements) and three general questions. Candidates are expected to answer one question from each section of the paper.

Sociology I and II papers carry equal marks. Both papers contain a compulsory general question. The scope of the other papers is described in the relevant handbooks.

(a) BESS including Business Studies and Language candidates

The examination consists of four 2¼ hour papers chosen from the following:

Business I and II

Economics I and II

Political Science I and II

Sociology I and II (each Sociology paper contains a compulsory general section)

Quantitative Methods

Business studies and Language candidates will be asked to take the following papers:

Business I and II

Language 1 (Language Fluency inc. Oral)

Language 2 (Business Environment)

All papers carry equal marks. Recommendations for scholarship will be based on all four chosen papers, subject to all four papers being passed.

(b) PPES candidates

Candidates are examined in at least three of the constituent disciplines of the degree programme. The examination consists of four 2¼ hour papers chosen from the following:

Philosophy II and IV

Political Science I and II

Economics I and II

Sociology I and II

Quantitative Methods

Candidates must take at least one paper in each of the three disciplines they pursue in the Senior Freshman year. All papers include one, or more, compulsory general question(s). Philosophy II and IV and Political Science I are full general papers.

All papers carry equal marks. Recommendations for scholarship will be based on all four chosen papers, subject to all four papers being passed.

(c) SocSocPol candidates

Candidates are examined in the subjects of their course up to the end of Michaelmas Term of the Senior Freshman year. The examination consists of four 2¼ hour papers as follows:

Sociology I and II (each Sociology paper contains a compulsory general section)

Social policy I (general paper) and Social policy II (based on modules of their course up to the end of Michaelmas Term of the Senior Freshman year)

All papers carry equal marks. Recommendations for scholarship will be based on all four papers, subject to all four papers being passed.

(d) TSM candidates

Candidates are examined in the modules of their course up to the end of Michaelmas Term of the Senior Freshman year. The examination in Sociology consists of two 2¼-hour papers as follows:

Sociology I and II

Both papers carry equal marks and include a compulsory general section. Please refer to your other department for further information on papers in that half of your course.

(e) European Studies candidates

Candidates are examined in four areas. The two language papers are each of 1.5 hours duration and each carry one sixth of the overall marks. The language papers may include an oral component. The remaining two papers are each of 3 hour duration and each carry one third of the overall marks. Candidates will take the following papers:

Two of: French language, German language, Italian language, Polish language, Russian language, Spanish language, Culture and politics in eighteenth-century Europe.

One paper from the following subject areas (optional subjects): History, Political Science, Sociology, Economics

Application details

You are required to register your choice of examination papers before the Scholarship examination by the end of Week 5 of Michaelmas Term. There are specific registration requirements for those students sitting Philosophy and Sociology papers. Further details are available via this link: <http://www.tcd.ie/vp-caio/teo/vpteolinks.php>.

18. CONDUCT OF EXAMINATIONS, TESTS AND OTHER CREDITED WORK

Departmental staff adhere to the following procedures in relation to examinations, term tests and other methods of assessing BESS, PPES, TSM and SocSocPol students:

- (a) Where a test/essay/project counts towards the final mark, this fact is made known to students before the end of the second week of the teaching module in question. The extent to which it is taken into account, the arrangements should students have legitimate reasons to be excused from doing the relevant work at the appropriate time, and the penalties that attach to non timely submission of such work will all be made clear to the students as early as possible, and not later than the end of the second week of the teaching module in question. See also Section 9 in this handbook.
- (b) Tests/essays/projects are handed back to students as quickly as the marking process will allow, and the gap between submission and return of work should never exceed six weeks.
- (c) Examination papers will be a fair and reasonable reflection of the material covered during the year. Guidelines concerning the broad format of the paper, and the type of question to be set, will be provided to students as early as possible and certainly not later than the final week of Hilary (Teaching) Term. Past annual examination and Foundation Scholarship examination papers can be accessed through the following link: http://www.tcd.ie/Local/Exam_Papers/index.html.
- (d) Examiners or competent deputies will be present during the first fifteen minutes of an examination so that difficulties arising from examination papers may be resolved expeditiously. If examiners are unable to be present at the examination, they will be readily contactable by telephone.
- (e) In TSM Junior Sophister year, Pattern A students are assessed through coursework and end-of-year examinations with total marks awarded being 500. Pattern B students who take Sociology as their minor subject are awarded total marks of 350 (35% of their final degree result with the remaining 65% from their other subject); Pattern B students continuing with sociology as their major subject are awarded marks of 150 (15% of their final degree result with the remaining % being awarded in SS year). In both cases students are assessed through a combination of coursework and exam.
- (f) In TSM Senior Sophister year, Pattern A students are assessed through a combination of coursework and end-of-year examinations in each of the modules taken with total marks awarded being 500. Pattern B students must write a dissertation and, together with the other modules taken, are awarded total marks of 650. 50% of their final degree result comes from marks obtained in Senior Sophister year, 15% from marks carried forward from Junior Sophister year (65% in total from Sociology) with the remaining 35% from their other subject in which they were minoring.

19. AVAILABILITY OF EXAM RESULTS

Any student who fails to receive his/her result and whose result is not on online should contact his/her tutor immediately. In no circumstance will results be given over the telephone or in email correspondence.

Students have a right to discuss examination scripts privately with examiners. A student who wishes to do so should consult the appropriate examiners within a reasonable time after the results have been announced. Students wishing to have a paper rechecked or wishing to initiate an appeal against a result should consult their College Tutor after they have seen the examiner(s). Such action must be taken immediately after the results are published.

Examination scripts are held by examiners, or departmental offices, for a period of 13 months. This period of 13 months begins on the day of the publication of the relevant examination results. Scripts cannot be released to students, but students may read their own scripts in the presence of the relevant examiner.

Dates for the publication of results and appeals will be notified via the respective notice board or webpage for your degree programme.

20. DISSERTATION GUIDELINES

The dissertation including the final research proposal is worth 15 ECTS. It is intended to be a piece of empirical research; it cannot be based only on library research. To this end you may use social surveys, interviews or focus groups, participant observation, content or discourse analysis of textual data, archival research, or secondary analysis of existing statistical data (such as the European Social Survey) to generate your research findings.

The length of an undergraduate dissertation **must not exceed 12,000 words** and the final manuscript should include a word count. Students should discuss the overall length and length of individual chapters with their supervisor.

Students should identify and approach suitable supervisors over the summer. The research interests of individual staff members can be found at: www.tcd.ie/sociology/staff/ (Sociology) and <http://www.socialwork-socialpolicy.tcd.ie/staff/> (Social Work and Social Policy). Those who have not found a suitable supervisor will be allocated one during MT1.

The **research proposal** (approximately 2,000 words) is a clear statement of what you will do, and should consist of:

1. A literature-based introduction including your aims and research question(s);
2. An initial outline of your theoretical and/or conceptual framework;
3. A clear description of your research methodology;
4. A preliminary list of references (bibliography).

The research proposal must be submitted in the Dissertation Seminar class during MT5 (Wednesday 28 October 2015). Before you start data collection, your research proposal must be discussed and accepted by your supervisor.

Exchange students returning from abroad must equally identify and approach a supervisor over the summer. They are strongly advised to take a research methods module during their time abroad in preparation for their dissertation project.

There should be **regular supervision meetings** throughout the dissertation process. Students are asked to meet with their supervisor at least four times in total and at least twice per term. Individual supervisors can arrange further meetings as they see fit. Students are strongly encouraged to submit one or more draft chapters to their supervisor for feedback.

The **structure of the dissertation** varies from project to project and there are multiple approaches among supervisors in the Department. Students should always consult with their own supervisor about the recommended structure of your project. Below is a suggested template of how a Sociology undergraduate dissertation could be structured:

1. Abstract of no more than half a page summarising the aims, theoretical approaches, methodology and main findings of your dissertation;
2. Table of contents page;
3. List of tables and figures, if applicable;
4. Introduction, which states your research aims, critically reviews existing literature to inform the formulation of your research problem or question(s);
5. Theoretical and/or conceptual chapter which includes a discussion of how a theory/theoretical or conceptual aspects informed your study;
6. Research methodology chapter with subsections that discuss and reflect on strategy/design, access and sampling, data collection instruments, data analysis technique(s), ethical issues (including your own positioning);
7. Findings chapter which discusses your data and relates your findings to the theoretical aspects and literature identified earlier;
8. Conclusion, which evaluates the main findings, discusses implications for research, theory (and policy if applicable) and outlines avenues for future research;
9. Bibliography, in line with the departmental guidelines in this handbook;
10. Appendices, include questionnaires, interview guide, coding frames and access letters where applicable.

Students need to familiarise themselves with the ethical guidelines which can be found at <http://www.social-phil.tcd.ie/Ethics.php>. They must discuss the **Research Ethics Checklist** and co-sign it with your supervisor. The signed document must be returned to the dissertation seminar coordinator. Normally, inexperienced first-time researchers should not be conducting research with vulnerable people.

Students must submit **two soft bound copies** of their dissertation to the department office **by Thursday 7 April 2016**. This deadline is strictly enforced and students are expected to anticipate potential problems such as computer crashes - please finish with time to spare!

The dissertation will be marked independently by two staff members, one being the supervisor, and a mark will be agreed. A sample of the dissertations is then read by the external examiner whose decision is final in relation to the dissertations she has read.

21. SOCIOLOGY PRIZES

John Jackson Memorial Prize

This prize was founded in 2012 with support from the [Trinity Alumni Appeal](#) in honour of the late Professor John Jackson, who was the first Chair of the Department of Sociology (1974-1997). It is awarded annually to the Senior Sophister TSM Pattern B Sociology Major student who achieves the highest grade. Value, €200.

Sociology Dissertation Prize

This prize was founded in 2012 with support from the [Trinity Alumni Appeal](#). It is awarded annually to the student who receives the highest Dissertation grade in their Senior Sophister year. Value, €200.

Sociology Trinity Alumni Prize

The prize was founded in 2012 with support from the [Trinity Alumni Appeal](#). It is awarded annually to the Junior Sophister TSM Pattern B Sociology Minor student who receives the highest grade. Value, €200.

Anthony Coughlan Prize

This prize was founded in 1999 by a gift from Anthony Coughlan. It is awarded annually, on the recommendation of the court of examiners, to the Senior Sophister student who obtains the highest academic grade or marks in the moderatorship examination in Sociology and Social Policy provided sufficient merit is shown. Value, €127.

Trinity Trust Prize

This prize was contributed by Trinity Trust in 1980. The prize is awarded to the moderatorship student with the best overall marks in single honours sociology, single honours political science, or joint honours political science and sociology. Value, €77.

22. STUDENT INFORMATION SYSTEM (SITS)

All communications from College will be sent to you via your online portal which will give you access to an 'in tray' of your messages. You will also be able to view your timetables online, both for your teaching and for your examinations. All fee invoices/payments, student levies and commencement fees will be issued online and all payments will be carried out online. You will be able to view your personal details in the new system – some sections of which you will be able to edit yourself.

Your examination results will also be communicated to you via the online portal. Future plans for the new system, introduced in 2012-13, include online module registration and ongoing provision of module assessment results.

As this is a relatively new way of doing things in Trinity, full user helpline facilities, including emergency contact details, will be available from when you register to guide you through these new processes and to answer any queries that you may have.

23. COLLEGE TUTORS

Trinity College is the only university in Ireland to operate a so-called tutorial system. All undergraduate students are assigned a tutor when they are admitted to College. Your tutor, who is a member of the teaching staff, will represent you before the College authorities, and will give confidential advice on modules, discipline, examinations, fees and other matters. The tutor is not a supervisor of studies. Students may change their tutor with the approval of the Senior Tutor, located on the ground floor in House 27.

The current Senior Tutor is Dr. Claire Laudet (senior.tutor@tcd.ie). For further information about the tutorial system, please click [here](#).

Sociology staff members serving as College Tutors in 2015-16 are: Dr. Daniel Faas (daniel.faas@tcd.ie), Dr Camilla Devitt (devittca@tcd.ie), Dr. David Landy (dlandy@tcd.ie), Dr. Elaine Moriarty (emoriar@tcd.ie) and Dr. Anne Holohan (aholohan@tcd.ie). Please contact your relevant tutor and include your name, student ID and problem encountered.

24. TRANSCRIPTS

BESS, PPES and SocSocPol students should request their transcripts through the Course Office by clicking [here](#). Transcripts take around seven days to process.

TSM students should request their transcripts for the subject of Sociology by e-mailing Jessie Smith (sociology@tcd.ie) and include the following information: your name, your student number, your course of study, and a list of all the taught modules taken each academic year. Please submit your request at least two weeks before you require the transcript.

25. ERASMUS AND INTERNATIONAL EXCHANGES

The [Erasmus programme](#) is named after Desiderius Erasmus of Rotterdam (1465-1536) who lived and worked in several parts of Europe in quest of the knowledge and insights that contacts with other countries could bring. By donating his fortune, he became a pioneer of mobility grants. Research shows that a period spent abroad not only enriches student lives in the academic field but also in the acquisition of intercultural skills and self-reliance.

The Department would like as many of you as possible to take part in student exchanges. You usually go abroad during your third (JS) year. We currently have **10 Erasmus partners**:

1. Sorbonne University Paris - [Department of Sociology, International Office](#)
2. Charles University Prague – [Department of Sociology, International Office](#)
3. University of Copenhagen – [Department of Sociology, International Office](#)
4. University of Helsinki – [Department of Sociology, International Office](#)
5. Istanbul Bogazici University - [Department of Sociology, International Office](#)
6. University of Munich - [Department of Sociology, International Office](#)
7. Umeå University – [Department of Sociology, International Office](#)
8. University of Malta – [Department of Sociology, International Office](#)
9. University Lille 1 – [Department of Sociology and Anthropology, International Centre](#)
10. Utrecht University – [Department of Sociology, International Office](#)

Note that most of our Erasmus partners offer a large number of modules in English. These exchanges are open to all of you in Sociology regardless of your degree programme. Funding is available for all Erasmus students. This covers travel and some additional costs. The average grant for a full academic year abroad will be around €1,500 depending on destination. All Irish grants and scholarships continue to be paid whilst you are away.

If you decide to spend only half a year abroad, you will be examined on the basis of work completed during the other half at Trinity plus any examinations in the modules you take at the host university. If you decide to spend a full academic year abroad, you will take modules equivalent to those at Trinity via the European Credit Transfer System (ECTS) and your marks obtained abroad will be converted back into a Trinity grade.

International exchanges

Applications for non-EU college-wide exchanges must be made through [International Relations and Study Abroad](#) at TCD and not to the individual university in question. Unlike with Erasmus, the minimum academic requirement is an Upper Second (II.1). You will be competing against fellow Trinity students from other departments for these exchanges.

Please note that these are non-fee-paying exchanges and therefore a great opportunity for you to study for half a year or a full year at some of the best universities outside Europe. Most of our partners are in the Top 50 according to the latest *Times Higher Education*

Supplement Global University Ranking. You need to be aware however that there are costs involved for overseas flights as well as accommodation and maintenance.

The Department of Sociology currently has **20 non-EU international exchange partners**, as part of a TCD wide selection process based on JF grades and a motivational essay.

1. Australian National University – [Department of Sociology, International Office](#)
2. University of Melbourne – [Department of Sociology, International Office](#)
3. McGill University – [Department of Sociology, International Office](#)
4. University of Toronto – [Department of Sociology, Centre for International Experience](#)
5. National University Singapore – [Department of Sociology, International Students Section](#)
6. New York University – [Department of Sociology, International Office](#)
7. Boston College – [Department of Sociology, International Office](#)
8. University of Pennsylvania – [Department of Sociology, International Student Services](#)
9. Georgetown University – [Department of Sociology, International Student Services](#)
10. University of Massachusetts – [Department of Sociology, International Programs Office](#)
11. University of California – details available from [Trinity's International Office](#)
12. University of Chicago – [Department of Sociology, Office of International Affairs](#)
13. UNC Chapel Hill – [Department of Sociology, International Student Services](#)
14. University of Notre Dame – [Department of Sociology, International Student Affairs](#)
15. Barnard College New York – [Department of Sociology, International Office](#)
16. Tokyo University – [Department of Sociology, Division of International Affairs](#)
17. Beihang University – [School of Social Sciences, International Office](#)
18. Peking University – [Department of Sociology, Office of International Relations](#)
19. Tsinghua University – [Department of Sociology, International Students Office](#)
20. St Xavier's College Kolkata – [Department of Sociology, International Admissions](#)

Please discuss the possibility of an Erasmus or International Exchange with your parents during Michaelmas Term, making sure you understand the financial implications and commitments involved in going abroad. Note that the Department of Sociology operates a very strict cancellation policy. Once you are selected and sign the mobility grant form (Erasmus exchanges), you can only withdraw from an exchange in the most exceptional cases with a medical certificate or tutor note submitted to the Sociology Office.

If you have any questions about our Erasmus, International Exchange and Visiting Student programme please feel free to contact the Erasmus and Visiting Student Coordinators:

Dr Camilla Devitt (devittca@tcd.ie) if you are an Outbound Trinity Student

Dr Mark Ward (wardm2@tcd.ie) if you are an Inbound Erasmus or Visiting Student

Further information is available at:

http://www.tcd.ie/sociology/undergrad/student_exchanges.php.

26. SOCIAL AND POLITICAL REVIEW

The Trinity **Social and Political Review (SPR)** is an undergraduate research journal, written and published by students of Trinity College Dublin. The SPR provides a forum for the exploration of a wide variety of social and political issues, and each year compiles the best in original undergraduate research and writing. The journal showcases the academic excellence of students not only in political science and sociology, but in disciplines as diverse as law, economics, philosophy, history, psychology, literary studies, and linguistics.

Published pieces range from formal academic essays to articles and reviews reflecting on current events, all with the specific purpose of promoting deeper and more meaningful engagement among young people with pressing social and political challenges of our time.

Each year in Michaelmas Term, the editorial team issues a call for articles. Each Sociology undergraduate student is actively encouraged to submit one of his/her essays or opinion pieces for consideration for publication in the next volume.

The Sociology Director of SPR is Dr. Elaine Moriarty, emoriar@tcd.ie. Further information and past issues of the Journal are available at: <http://www.spr.tcdlife.ie/index.html>

27. THE LIBRARY

Trinity College Library is spread over a number of different buildings on campus - the names 'Berkeley Library', 'Hamilton Library' and so forth refer to these different locations. As Sociology students, what you will be using for the most part is the **Lecky Library**.

The main Sociology section is on upper level of the Lecky Library and a floor map is available by clicking [here](#). Books are arranged according to the Dewey Decimal system, in which Sociology books are numbered from 300 upwards. There are multiple copies of some of the more important books on the modules (although it is recommended that you buy the core texts). Some books on interdisciplinary subjects (i.e. where two or more subjects overlap) are to be found in other parts of the library. Books for Social Studies students are located on the lower level of the Lecky Library and a floor map is available [here](#).

How to borrow books

You need a valid TCD ID card to borrow books. Books are issued and returned at the Service Counters in the Library reading rooms. Fines for overdue books are 50c per day; fines for overdue Short Loan Collection books are 25c per hour. As an undergraduate, you may borrow **up to four items in total** at any one time **from Berkeley, Lecky and Ussher (BLU) Libraries**. Books labelled LEN (with Yellow Sticker) are for one-week loan only; books labelled LEN (no Yellow Sticker) are for up to four-week loan; and those labelled MUS LEN are for one-week loan only. You may additionally borrow four P-MUS LEN labelled books for up to four weeks from the Hamilton or John Stearne Medical library.

Open Shelf Reference Material includes the prefixes REF, BIB, PER and THESIS (Journals, Reference Works, Bibliographies, Early Printed Books, Manuscripts, Theses) and cannot be removed from the Library.

The Open Shelf Short Loan Collection is located by the counters in the Iveagh Hall (Berkeley Library), Hamilton Library and John Stearne Medical Library (JSML). The material includes multiple copies of books in heavy demand, some lecture notes as well as other materials deposited by lecturers. The material cannot be removed from the Library but there is a five-hour loan period after which books must be returned to the counter.

As an undergraduate, you **cannot** borrow from the Open Access Collection but can use these books in the Library for study or research. If an Open Access copy is on loan and there are no lending copies available you can ask for the item to be recalled; to recall e-mail libraryrecalls@tcd.ie with relevant details. More information is at www.tcd.ie/Library.

80% of the Library's print collection is stored in **Stacks and in the Santry Book Repository**. Material can be requested online or by completing a call slip. Requests from Stacks are usually delivered on the same day; requests from Santry are usually delivered the next day. You have a **maximum five requests in one day**. Material is held in the Library for three days to be collected and undergraduates must read this material in the Library.

The library catalogues

If you know your way around, you can sometimes find books you need by just browsing on the shelves, but often you will need to use the library catalogues. Most of the books you need can be found on the online library catalogue. There are computer terminals throughout the different parts of the library on which you can access this catalogue. Books can be looked up under author, title, title-keyword or subject keyword. The online catalogue can also be accessed on the web at www.tcd.ie/Library. You can also renew books online.

For further information, see the library guides, which can be found at the library counters. The staff at the counters in the various libraries should be able to help with most enquiries, but for enquiries specifically concerning Sociology material in the library, you may need to consult the Sociology **Subject Librarian, David MacNaughton** on the Upper Floor of the Lecky Library and his email is macnaugd@tcd.ie.

If you are new to Trinity College, please make sure you attend one of the training sessions during the first weeks of term to familiarise yourself with all the features of the Library.

28. COMPUTERS

Students must submit all essays, dissertations and so forth in typewritten form. As typing on a word-processor is far easier than using a conventional typewriter, it is in your interest to familiarise yourself with the computers in college and their use. The College has both Pentium PCs and Macintoshes.

Computers which are available for undergraduate students to use can be found at the following locations:

- Beckett Rooms 1 and 2 – Lower ground floor, Arts Building.
- Áras an Phiarsaigh – at the Pearse Street side of the campus beside Players' Theatre. Access from inside campus, not from Pearse Street.
- 201 Pearse Street (PC's only) – to the right of Áras an Phiarsaigh. Access from inside campus. 'The Arches' – under the railway line in the northeast corner of campus.
- Hamilton Building – at the Westland Row end of campus; access from inside campus.
- 3 College Green – Second floor next to the Sociology classrooms and noticeboard

All the above locations also have printers. Printing is free, but students must provide their own paper and floppy discs. These are on sale at the Students' Union Shops and at the Computer Shop in Áras an Phiarsaigh.

Getting started

When you register, you will be given a **login ID** and a **password**, both of which you will need to access the College's computers. You will also be given a college **e-mail account**. Brief starter courses in computer use will also be offered during the week of registration.

Every student will also be provided with **personal filestorage**. This means that you can save material on the college network, so you can access this material on any computer in any of the above locations, and not have to rely entirely on CD ROM, DVD or USB sticks. The Department strongly encourages you to **back up your data daily** in case of computer crashes, loss or damage of your memory devices. It is also recommended you save your data on multiple memory devices. Anything you save on your personal filestorage will be safe from prying eyes, as it can only be opened using your own password.

Any problems you have with computers should be brought to **Information Systems Services (IS Services)**. Their helpdesk is in Áras an Phiarsaigh, and they can be reached on the telephone at extension 2000, or email helpdesk@tcd.ie. For further information, see the **IS Services Handbook**, which is available from the helpdesk.

29. STUDENT HEALTH SERVICE

The College Health Centre (Telephone 01 896 1556 or 01 896 1591) is located in House 47, Trinity College Dublin, on the main campus. It is open normal office hours during term and non-term time. The hours of attendance for students are as follows:

10.30 am - 1.00 pm

2.00 pm - 4.40 pm

Emergency appointments available at 9:30am and 2pm; if demand is heavy, lists may be closed early. Consultations are normally by prior appointment only.

It is not possible at present to book online. Students are encouraged to make appointments as early as possible as the above times are quite restricted. Those who make appointments and decide not to avail of the consultation should notify the Health Service in advance. Failure to do so can deprive other students of time with the doctor.

General Practitioner Clinics include:

- General Medicine
- Mental Health: working in close association with the (confidential) College Counselling Service (see next page) and Student Health Service Psychiatrist
- Sports Medicine
- Antenatal Care: Shared Ante-Natal care normally arranged with either the National Maternity Hospital, Holles Street, or the Rotunda Hospital, Parnell St. Mothers are seen by the doctor for routine ante-natal care, but normally attend the hospital on three to four occasions throughout the pregnancy and for delivery.

Nurse-run clinics include:

- Triage of emergencies
- Contraceptive advice
- Smears
- Chlamydia
- Eye testing for driving
- Phlebotomy (blood tests)
- Audiometry
- Routine vaccinations
- Routine injections
- Emergency contraception.

For more information, see <https://www.tcd.ie/collegehealth/>

30. STUDENT COUNSELLING SERVICE

The Student Counselling Service is located on the 3rd floor at 7-9 South Leinster Street.

It has introduced a new Stepped Care Model for 2014-15. From 15 September onwards all students who request a counselling appointment will be offered in the first instance, **a brief consultation appointment**. A larger number of these pre-booked appointments will be available at varied times throughout the week with different counsellors. We will also continue offering lunchtime drop in brief consultations.

New and returning students from previous years will all be assessed through an **initial brief consultation** to ascertain their needs.

In many cases this single opportunity to talk through issues provides enough support. In other instances it helps the counsellors identify what further supports are available to best meet their needs going forward.

This might include referral to supportive therapeutic groups, information on self-help supports within the service, online therapy programmes or a scheduled appointment to engage in further counselling or in some cases referral to external services.

At peak times students may be allocated to a **wait list for counselling** if there are no available appointments within 2 weeks. Administrative staff will make contact with the student by phone or email to inform them of available appointments while on the wait list.

There is **an emergency counselling appointment available each day at 3pm**. To book this appointment, please call 01 896 1407. A duty counsellor will continue to be available to answer queries or for phone consultation if concerns arise about any student.

How to book a consult appointment:

Students can book the initial brief (30 minute) consultation with a Counselling Service staff member in two ways:

1. Students can book a brief consultation appointment by calling into the service in person (7-9 South Leinster Street (3rd Floor) or phone us on 01 896 1407.

Alternatively

2. Students can come into the service for the daily lunchtime drop in Brief consultation slot (2 available daily) between 1 and 2pm. As these are popular it is advisable to come early to avail of this.

31. STUDENT PEER MENTORING

From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You will meet your two S2S mentors in Fresher's Week and they will make sure you know other people in your course before your classes even start. They will keep in regular touch with you throughout your first year and invite you to events on and off campus. They will also give you useful information about your course and what to look out for. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that is worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat.

S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

<http://student2student.tcd.ie>, E-mail: student2student@tcd.ie Phone: + 353 1 896 2438

32. CAREERS ADVISORY SERVICE

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future.

Sociology is a relevant subject for employment in a range of settings in business, the media, the civil service, public agencies and the professions.

Former students of the Department of Sociology - where are they now?

- Jonathan Clynych - Reporter, RTE
- Oisín Coghlan - Director of Friends of the Earth Ireland
- Mary Corcoran - Professor of Sociology, NUI Maynooth (<https://www.maynoothuniversity.ie/people/mary-corcoran>)
- Patricia Deevy - Senior Editor, Penguin Ireland
- Alan Gilsenan - Film maker and Chair of Irish Film Institute (<http://www.imdb.com/name/nm0319690/>)
- Brian Goff - Founder Insomnia Coffee Company (<http://ie.linkedin.com/pub/brian-goff/4/366/2a6>)
- Gerard Hanlon - Professor of Organisational Sociology, Queen Mary College London (<http://www.busman.qmul.ac.uk/staff/hanlong.html>)
- Emer Hoare - Film producer. Productions include 'Seeking Filipino Brides', transmitted on BBC Northern Ireland (<http://www.imdb.com/name/nm2748740/>)
- Fiach MacConghail - Director Abbey Theatre, Member of Seanad Éireann since 2011.
- Kathryn O'Donoghue - Director, Monetized Products Policy Operations Google EMEA.
- David O'Sullivan - EU Ambassador to Washington
- Séan O'Riain - Professor of Sociology, NUI Maynooth (<https://www.maynoothuniversity.ie/people/se-n-riain>)
- Maria Slowey - Vice President for Learning Innovation, Dublin City University (http://dcu.ie/info/staff_member.php?id_no=4101)
- Diarmaid Ward - Labour Councillor in Islington, London

A full range of services are available on <http://www.tcd.ie/Careers/> and in the Careers Library, East Chapel, Front Square.

Your Careers Liaison Officer for Sociology is Dr. David Ralph: ralphda@tcd.ie

33. FURTHER INFORMATION

The Department's undergraduate noticeboards are situated one floor below the departmental office. Entering the department's building at 3 College Green you can reach them by taking the first lift as far as floor 2, then walk and look straight ahead between seminar room 4 and the PC lab. On these noticeboards you will find up-to-date module-specific information.

Please make sure you have read this handbook and consulted the Calendar given to you first before approaching or emailing the office. Make sure you know whom to approach with your query, as listed at the beginning of this handbook to avoid unnecessary emails and speed up the response system. We are here to help you make the most of your stay within Sociology!

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