



Department of Sociology

Second Year Handbook

Academic Year 2019-2020

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1. About the Department of Sociology, Maynooth University

We are delighted to welcome you back to the campus of the National University of Ireland, Maynooth to resume your studies in Sociology.

This handbook is intended to provide you with the information you need about our programme for the year and our policies: you should read it carefully at the outset and keep it for ongoing reference during the year.

The Department's offices: The Department of Sociology is located in the Auxilia Building (near the back of the John Hume building). The department office is in Room 1.5 in Auxilia (first floor). It is accessible by stairs and by lift.

In the next section of this handbook we present our overall vision of how our degree programme is developing our students' base of knowledge and skills over its three-year course. Apart from this standard programme organised for each undergraduate year, you may be interested in other initiatives that are run by, or in conjunction with, the Department of Sociology.

The Department's Seminar Series runs throughout the first and second semesters in Sociology's Seminar Room in Auxilia (details to be confirmed) and is open to all staff and students on campus regardless of discipline. As these seminars are designed to show case the sociological research work of postgraduate students, staff and guest lecturers, they will be of particular interest to Sociology students. Please check on the Sociology notice boards in the Auxilia building for details on forthcoming events. You may also access information on forthcoming events on the Departmental website.

In addition to catering for over eight hundred students across our undergraduate programme, a further fifty students are engaged in postgraduate studies in the Department. We offer four taught M.A. programmes (not all of which run every year): 'Understanding Social Change: Societies in Transition', 'Society and Space' (co-taught with the Department of Geography and NIRSA), MAIS is (MA Sociology: Internet & Society) and 'Community Education, Equality and Social Activism' (co-taught with the Department of Adult Education). We also offer supervision for M.Litt. and Ph.D. degrees.

The subject matter of sociology is diverse and our programme in Maynooth University reflects this and the varied interests of the members of the Department.

Some of our specialist interests include:

Dr. Mary Benson

Urban sociology, changing cityscapes, gentrification, place exploration, visual sociology, class and community

Dr. Delma Byrne

Research interests include social stratification in education and the labour market spanning the primary, second-level and higher education sectors as well as post-secondary education and training; transitions between education and the labour market and the evaluation of educational interventions.

Dr. Barry Cannon

Research interests are on Latin American politics, with particular expertise on Peru, Venezuela and Central America, especially on issues of democratization, power relations, Left and Right politics, civil society, and development. Current research focuses on opposition politics in Venezuela; right wing politics in Latin America; and, comparisons between collective reactions to crisis in Latin America and in Ireland and Europe.

Dr. Brian Conway

Research interests include sociology of religion; collective memory; history of Irish sociology. Current research focuses on examining Catholic public discourses and institutional arrangements, trends and patterns in the Catholic workforce, and religious institutional responses to scandal, all in comparative perspective.

Professor Mary P. Corcoran

Research interests include the Irish migratory experience, urban transformation and change and public cultures. Professor Corcoran is currently collaborating with artist Mary Burke on a set of visual and sociological studies of homescapes and townscapes.

Dr. Colin Coulter

Research interests include development studies, global politics, Marxism, ethnicity and nationalism, Northern Irish politics and society, popular culture and in particular popular music.

Dr. Laurence Cox

Research interests include social movement research (movement waves, alterglobalization and anti-austerity movements, European social movements, movement theorising, protest policing, knowledge and learning production in social movements, activist sustainability); Buddhist Studies (Buddhism and Ireland, early western Buddhists in Asia); new religious movements; sociology of knowledge and culture (history of ideas, sociology of intellectuals, counter culture); working-class studies (community organising, oral history); social theory (western Marxism, socialist feminism); and methodology (participatory action research, community research).

Dr. Pauline Cullen

Research interests include political sociology; gender inequality, social movements; civil society and state relations; nongovernmental organisations; social policy and European Integration; coalitions between diverse constituencies; activism on social rights beyond national settings.

Professor G. Honor Fagan

Research interests include Human Security, Gender and Development Governance, and Social Sustainability.

Dr. Eoin Flaherty

I am interested in how patterns of inequality are formed and maintained, and how they change over time. I study these processes with a particular focus on income inequality during the late 20th/early 21st century, and instances of famine during the 19th century (mainly Ireland). I am also interested in how human societies have formed systems of cooperation and managed resources collectively, and whether such systems were resilient to environmental stress. I am also interested in: Top incomes and the 'super-rich', labour's share of national income, time series and pooled time series cross-section analysis. Financialisation, rentiers, and power resources. Famine, common-pool resource systems, primitive communism, and nineteenth-century Ireland. Complexity theory, human ecology, and environmental sociology.

Dr. Jane Gray

Research and teaching interests include families and households, comparative-historical sociology, life history analysis. Her current research focuses on: life histories and social change in twentieth century Ireland; family and community, gender, household economies and social change.

Dr. Aphra Kerr

Teaching and Research interests focus on technology and media in society and digital sociology. Current research explores the implications of data driven digital media design, online community management work, production in the global digital games industry, and the rise of the 'indie'. Recent projects have explored broadcasting and diversity, innovation in animation companies, the design of future telecommunications network services and applications and gendered practices and representations in digital games culture.

Dr. Rebecca King Ó Riain

Research and teaching interests include globalization, emotions and technology; racial/ethnic beauty pageants; critical race theory; qualitative methods; interracial marriage and multiracial people. Her current research explores the 'Globalization of Love' through qualitative research with transnational, mixed couples and their children looking at uses of digital technology to create and maintain global emotional networks.

Dr. Mary Murphy

Research interests include the impact of globalisation on welfare states, the political mediation of social policy reform, local governance and institutional mechanisms to support social innovation, social inclusion and citizenship, gender and social welfare, commodification, conditionality and welfare to work policies.

Professor John O'Brennan

Research interests include the process and politics of European Union enlargement; the EU's relationship with the western Balkans and prospective enlargement to South Eastern Europe; the dynamics of EU external relations; EU-Russian relations; constructivist theories of International Politics; and the identity dimension to European integration. I am also very interested in Ireland's experience of European integration, its relationship with the European Union and the Lisbon Treaty debate in Ireland.

Professor Seán Ó Riain

Research interests are in the sociology of work, economic sociology, comparative and global political economy and social inequality. Specific areas of interest include work organisation and workplace regimes; developmental states; the global knowledge economy; economic liberalism; changing European societies.

Dr. Paul Ryan

Research interests include masculinities, gay and lesbian studies, social movements and qualitative research methods specifically the use of life history

Dr. Eamonn Slater

Research interests include the structure of modernity, the heritage industry (including tourism), the social construction of landscape and the environment, visual sociology and historical sociology. All of these sociological areas are investigated with a special emphasis on Irish society.

For more information on the Department and on the individual research interests of members of staff please consult our web page at:

<https://www.maynoothuniversity.ie/sociology/our-people>

2. Overview of the Sociology Degree at Maynooth University

Each year of the Sociology degree emphasizes a crucial aspect of learning and doing Sociology:

First Year: Critical Thinking and the Sociological Imagination

Second Year: Fundamentals of Sociology

Third Year: Doing Contemporary Sociology

The Sociology degree is also organised around three major strands, or different kinds of courses:

Concepts and Theories: Courses introduce you to the most important concepts used by sociologists and to the main sociological theories

The Substance of Society: Courses examine major areas of sociological analysis and use sociology to explore the key features of historical and contemporary societies.

Research Methods and Design: Courses introduce you to the logics of social research and the different methods used by sociologists to analyse the social worlds around them.

Each year develops each of these strands within the overall theme of the year.

The Theme for Second Year is: Fundamentals of Sociology

Goal for the Year

- To provide students with the crucial elements of the 'sociological toolbox'.

Concepts and Theories

- A course on Classical Social Theory explores the main arguments of the social theorists who shaped early sociology - particularly Karl Marx, Max Weber and Emile Durkheim.

The Substance of Society

- A required course explores the causes and consequences of social inequalities of race/ethnicity, class and gender. You have a variety of choices of courses that explore other, more specialised areas of sociology.

Research Methods and Design

- One course introduces the basic principles of social research and the different methods for carrying out that research. Additional courses in your third year will provide a more detailed introduction to survey research and field research methods. Together, these courses provide a basic grounding in social research methods that you will then apply in your research thesis in third year.

We would like to take this opportunity to remind you that attendance at lectures and seminars *is not optional*. These are the places where people with real expertise in Sociology will introduce you to various aspects of what can often be a complex discipline. If you do not come to class, you will miss an important opportunity to learn and you will be poorly prepared for the various forms of assessment that appear along the way. So please bear in mind that the Department requires your attendance at all lectures and seminars.

We hope you have an enjoyable and productive second year learning with the Sociology Department.

3. Timetable information & Programme requirements

Semester 1

23rd September 2019 – 20th December 2019

COMPULSORY MODULES:	Credits
SO201 Classical Social Theory Prof. Sean Ó Riain	5
SO202 Introduction to Social Research Dr. Brian Conway	5
OPTIONAL MODULES: Select <u>1</u> module from the following group:	
SO208 Media & Society Dr. Maighread Tobin	5
SO210 Social Worlds of Children Dr. Rebecca King O’Riain	5
SO221 Marx on Ireland Dr. Eamonn Slater	5
PO205 Democracy and Citizenship Dr. Barry Cannon	5
PO305 Politics of the EU Prof. John O’Brennan	5
PO313 Power, Politics and Society in the Americas Dr. John Brown	5

Semester 2

3rd February 2020 – 8th May 2020

COMPULSORY MODULES:	Credits
SO203 Structures of Inequality: Class, Race & Gender (plus tutorials) Dr. Rebecca King Ó Riain	5
You must choose at least 1 module from the following 3 modules:	
SO204 Survey Research Methods Dr. Brian Conway	5
SO205 Fieldwork Methods Dr. Mary Benson	5
SO217 Online and Documentary Research Dr. Laurence Cox	5
OPTIONAL MODULES: Select <u>1</u> module from the following group:	
SO223 Environment and Society Dr. Eoin Flaherty	5
SO318A Sociology of Tourism Dr. Eamonn Slater	5
SO331 Social Movements and Collective Action Dr. Laurence Cox	5
PO203 International Relations Prof. John O'Brennan	5
PO304 Society and State Dr. John Brown	5

Where to find timetable information:

The lecture timetable can change in the early weeks of the semester so, to avoid confusion, we have not included the lecture times and venues. You can check the timetable details for every course on Coursefinder at:

<http://apps.maynoothuniversity.ie/courses/?TARGET=CS&MODE=SEARCH>

Programme requirements:

Double Major: as above 30 credits (SO2DM)

Major with Minor: 40 credits:

Term 1: Must take SO201, SO202 and 2 elective modules

Term 2: Must take SO203 and 3 elective modules (SO2MJ)

Minor: 20 credits:

Term 1: Must take SO201 and one elective module

Term 2: Must take SO203 and one elective module (SO2MI)

Please see page 29 for information on Maynooth University Elective Streams available to students in Second Year. You may substitute 10 CREDITS in your two subjects for a 10 CREDIT elective stream of your choice.

4. Tutorials

Weekly one-hour tutorials will accompany SO202 (term 1) and SO203 (term 2). Students **must** attend their weekly tutorial. Tutorials offer students the opportunity to develop the skills that are inherent in the work of sociologists. Further details on tutorials will be given at the beginning of lectures.

IMPORTANT: You can sign up for a tutorial through the module Moodle sites, on a first-come, first-served basis. Please attend lectures and monitor the departmental website and notice-boards for further information.

Students must enrol themselves in SO202 tutorials through the SO202 Moodle site. More details on times are available on the SO202 Moodle page. Before selecting a group, ensure you choose from times that do not clash with times for your other subjects/ modules.

SO202 Tutorial sign-ups will commence on the SO202 Moodle page on Thursday 26th September 2019 at 10am and will run until 10am on Wednesday 2nd October 2019.

Tutorials begin week commencing October 7th 2019.

PLEASE NOTE THAT YOU WILL NEED TO KEEP THIS TUTORIAL TIME FREE FOR TERM 1 AND TERM 2 TUTORIALS.

5. Module Descriptions

SO201 Classical Social Theory

The emphasis will be on highlighting some of the key ideas of Durkheim, Marx, Weber and Simmel who between them produced a vast range of writings. We will explore the ways in which they engage with or challenge each other. Key questions we will address from a classical theory perspective include: What are the essential dynamics of the relationship between the individual and social structure? What are the significance of beliefs, ideas, values and norms to human experience? How is society organized and what has to happen to bring about change?

SO202 Introduction to Social Research

An introduction to the way sociologists examine the social world by looking at the way they do research work. The type of research questions sociologists have addressed and how they did their research work. It discusses some major

pieces of sociological research, the work of some specific sociologists and the research methods employed by them.

SO203 Structures of Inequality: Class, Race and Gender

Social and economic divisions in terms of class, race/ethnicity and gender as well as some of the central issues of identity, culture and politics surrounding them. Theoretical approaches to these inequalities will be reviewed, both separately and in the context of their interrelationships with one another. How historical, cultural and institutional factors come to shape individual experiences.

SO204 Survey Research Methods

Detail the major concepts and research techniques employed in the field of survey research methods Appraise the merits and limits, including the **ethical** and political implications, of the survey research method approach to sociological research. Apply the principles and practices of survey research methodology within a workshop context to a specific research question on a social issue. Critically evaluate the contribution of survey research to the discipline of sociology and the study of society, social behaviour and social problems

SO205 Fieldwork Methods

Fieldwork techniques are essential to qualitative research. Fieldwork is one of the key research methods in sociology and anthropology, as well as journalism and espionage! This course will introduce the principles and practice of fieldwork through hands-on learning as students design and carry out a piece of fieldwork research together with a group of other students. Learning outcomes for the course include the ability to work with a group, the ability to take the initiative in creating a research project, and the increased empathy and reflexivity involved in good quality fieldwork.

SO208 Media and Society

The primary aim of the course is to introduce students to critical sociological analysis of the media and to assess the significance of the media in contemporary Irish and European societies. The course is designed to prompt students to explore the impact of globalisation, new technologies and changing regulations on media production, content and use - from television and newspapers to facebook. The course is also designed to challenge popular

perceptions and stereotypes about the media.

SO210 Social Worlds of Children

The theories in the sociology of children and childhood with empirical examples of fieldwork with children. Sociology of Childhood is concerned mainly with how societies come to construct children and childhood. The course examines the history of childhood, kids' culture, children in families and schools, children as workers, the 'traffic' in children, toys, children's myths and stories.

SO217 Online and Documentary Research

This course explores how to carry out research on online, visual and archival texts and documents. It introduces students to the ways in which these forms of data can be used within historical, comparative and ethnographic research methodologies. Discuss and apply basic principles in documentary research on physical, digital and visual texts Detail key methodological concerns when analysing specific items of documentary data. Assess the strengths and limitations of documentary research methods of data collection Use documentary data within ethnographic, comparative and historical research methodologies

SO221 Marx on Ireland

Marx on Ireland: The Dialectics of a Colonialized Society. This course examines in detail the work of Marx and Engels on the 'Irish Question'. We will explore not only what Marx (and Engels) said about Ireland, but also how they said it. The latter concern involves how Marx used his dialectical materialist framework to make sense of the Irish situation. The issues we will be looking at are colonialism, nationalism, ethnicity, racism, the colonial economy and anti-colonial forms of resistance.

SO223 Environment and Society

This module introduces students to the study of environment, and society by sociologists. It introduces you to some classic theories of society, environment, and nature, and considers how each have been viewed at different points in human history, and through different theoretical traditions. We also consider some classical political economy views on the relationship between society and environment, and how processes fundamental to social development such as urbanisation and industrialisation have modified our environments. The course will also introduce you to some key concepts in modern environmental sociology,

such as commons and common-pool resource systems, metabolism and metabolic rift, ecological resilience, and complexity theory.

SO318A Sociology of Tourism

Theories of tourism will be introduced and the social experiences and transformation of tourism examined.

SO331 Social Movements and Collective Action

The aim of this module is to introduce sociological perspectives on social movements and collective action. Specific topics covered may include the variety of forms of social movements and collective action, theories of movements and collective action, social movements and the state.

PO203 International Relations

This module introduces students to the main theoretical approaches to and contemporary issues in the study of International Relations (IR). Focusing on the inter-relationships between states, international organizations and non-state actors, the module begins by outlining the key theoretical frameworks which inform IR debates. These include Realism, Liberal Internationalism, Marxism and Social Constructivism. Building on these conceptual foundations the module then introduces the key debates within the world of contemporary international politics, including Francis Fukuyama's *The End of History*, Samuel Huntington's *Clash of Civilisations*, the relationship between Islam and the West and the US "war on terror", and the nature and significance of global economic structures. The mixture of theoretical and empirical analysis will allow students to develop ideas about the international political system, what it is made up of, how states interact with each other and with wider structural forces. Particular attention will be paid to the intellectual history of the discipline and to contemporary IR theory.

PO205 Democracy and Citizenship

Democracy is often exclusively associated with elections, political parties and parliaments and associated bodies - that is the formal or institutional aspects of democracy. However, democracy can also be viewed from a substantive perspective, that is how the citizen experiences the democracy in which she or he lives. In this case democracy can be examined and evaluated from the perspective of the content and experience of citizenship. This course aims to examine democracy from this perspective - to interrogate the concepts of democracy and citizenship and the relationship between the two; to review contending conceptions of citizenship in a democratic context; and, to

problematise these and how and if they can be realised in a globalised, multicultural and unequal world. The course also aims to be as participative, inter-active and student-led as possible, that is to allow students to help construct content and not just be passive recipients of that content. As a result many of the assignments have been designed to facilitate this as much as possible. In this way, not only does the course present different models of citizenship - but also seeks to bring these alive within the classroom context.

PO304 State and Society

This course examines the central issue of how power is distributed between the state and society, how it is institutionalised and how it is exercised. It examines competing definitions of power including traditional theories of elite power, pluralist power and corporatist power as well as Marxist and feminist theories of power. It also examines power in society through theories of citizenship, participative democracy, social capital and social movements. A key theme is the relationship between power and wealth inequalities and who benefits from political decisions. The course examines how globalization might impact on state - society relationships and how it might shape citizens' capacity to be active shapers of their own environment.

PO305 Politics of the EU

This course builds on the introduction to political institutions in first year to explore the complex of institutions described as the European Union. The course will explore the history of the EU and other European institutions, give an outline of the operations of the various EU bodies and explore the relationship between the EU, other locations of global power (such as the US, NATO or global financial institutions) and the "Third World". Students will be introduced to a range of key political conflicts within the EU, such as those between states with different interests and different visions of the future of the EU, those between different political party "families" within the EU or those between different locations of power within the EU. The course will explore some important theoretical issues raised by the EU, such as location of political power in an age of supra-national institutions and the ways in which the increasing significance of such institutions can be explained. It will also tackle key normative issues associated with the EU, such as the "democratic deficit", the definition of "Europe" and the conflict between social-democratic and neo-liberal versions of the "European project".

PO313: Power, Politics and Society in the Americas

This course has two complimentary and inter-related aims. The first is to examine how power is structured within the Latin American region. The second is to assess the extent of the region's power within the contemporary global order. By fulfilling these course aims and objectives students should:

- Become acquainted with key trajectories, issues and debates present in the history and politics of Latin America;
- Appreciate the complexities and subtleties of the analysis of Latin American history and politics; Relate theories and concepts to historic and contemporary events in Latin American politics;
- Critically evaluate both the theory and practice of Latin American politics in both historical and contemporary terms;
- Reflect on the usefulness and significance of the Latin American experience for debate on the contemporary context in Ireland and Europe

6. Assessment

Course	Forms of Assessment
SO201 Classical Social Theory	(a) 1 x 1 hour formal written examination at the end of the semester (50%) (b) Continuous Assessment (50%)
SO202 Introduction to Social Research	(a) 1 x 1 hour formal written examination at the end of the semester (40%) (b) 3 x continuous assessment assignments (50%) (c) Tutorial Attendance and Participation (10%)
SO204 Survey Research Methods	Continuous assessment assignments (100%)
SO203 Structures of Inequality: Class, Race, Ethnicity & Gender	(a) 1 x 1 hour formal written examination at the end of the semester (50%) (b) Continuous Assessment (40%) (c) Tutorial Attendance (Assignments and Participation) (10%)
SO205 Fieldwork Methods	Continuous assessment (100%)
SO208 Media and Society	1 x 2 hour formal written examination at the end of the semester (100%)
SO210 Social Worlds of Children	1 x 2 hour formal written examination at the end of the semester (100%)
SO217 Online and Documentary Research	(a) 1 x 1 hour formal written examination at the end of the semester (50%) (b) Continuous Assessment (50%)
SO221 Marx on Ireland	(a) 1 x 1 hour formal examination at the end of the semester (50%) (b) Continuous assessment (50%)
SO223 Environment and Society	(a) 1 x 1 hour formal examination at the end of the semester (50%) (b) Continuous assessment (50%)

SO318A Sociology of Tourism	1 x 2 hour formal written examination at the end of the semester (100%)
SO331 Social Movements and Collective Action	1 x 2 hour formal written examination at the end of the semester (100%)
PO203 International Relations	(a) 1x1 hour formal examination at the end of the semester (50%) (b) Continuous assessment (50%)
PO205 Democracy and Citizenship	Continuous assessment (100%)
PO304 Society and State	(a) 1x1 hour formal examination at the end of the semester (50%) (b) Continuous assessment (50%)
PO305 Politics of the EU	(a) 1x1 hour formal examination at the end of the semester (50%) (b) Continuous assessment (50%)
PO313 Power, Politics and Society in the Americas	Continuous assessment (100%)

7. Key Dates 2019-2020

Please keep in mind that submission dates for continuous assessment work for optional modules are not included in this list and that dates are subject to change.

Mon Sept 23 rd	Lectures commence
Fri 25 th Oct	SO202 Assignment 1 due
Week beginning 28 th Oct.	Study week
Tues November 12 th	SO201 essay due
Fri 22 nd Nov	SO202 Assignment 2 due
Fri 13 th Nov	SO202 Assignment 3 due
Fri Dec 20 th	Conclusion of first semester classes
Jan 2019	First semester examinations begin

Mon Feb 3 rd	Lectures commence
Week beginning 16th March	Study week
Week beginning 13th April	Easter break
Fri May 8th	Conclusion of second semester classes
May 2020	Second semester examinations commence
Wed July 31 st	Deadline for repeat candidates to submit continuous assessment work

8. Consultation

It is vital that we are made aware, as soon as possible of any difficulties you may have in relation to your work or with any aspect of the second year programme. If you have a problem or question which relates generally to the second year programme, or to your participation in it, please contact the second year co-ordinator.

Second year Co-ordinator 2019-2020:

Dr. Pauline Cullen Room 2.1 Auxilia Building

Pauline.Cullen@mu.ie

(01) 7086591

If you have a query in relation to a particular lecture course, please contact the lecturer who is giving that course. Staff members are available for consultation at various hours during each week of term. Each staff member has consultation hours posted on his or her office door. Please try to attend at those hours. Alternatively, you may make an appointment by telephone, email, or by contacting Áine Edmonds or Trish Connerty, Sociology Department, Room 1.5, The Auxilia Building, Tel: 708-3659.

In addition to consulting with individual lecturers or the second year administrator, students may communicate with the Sociology Department through the Staff Student Consultative Committee. The purpose of this body is to provide a forum where the concerns and interests of students can be raised. The committee consists of the staff year co-ordinators and student representatives of the various years who will be elected by students after the beginning of term.

Should you wish to raise a matter at the Staff-Student Consultative Committee you can do so in the following ways:

1. Talk to the staff member who has administrative responsibility for second year.
2. Talk to your second year student representative after he or she is elected.

9. Communications

It is assumed that you will be present at all lectures, tutorials and other class meetings. It is also assumed that you will check the departmental notice boards in the Auxilia Building once every two to three days. You are responsible for familiarising yourself with announcements or notices provided during periods of time that are absent from class or from campus. It is assumed that you check your MUMAIL email account every two to three days (even if you primarily use another email account) and that you check module Moodle sites regularly.

10. Penalties for Late Work

Where applicable, the following penalties apply. If coursework is submitted late, 10 marks will be deducted. No coursework will be accepted 14 calendar days after the deadline. These penalties will apply except upon presentation of a medical certificate covering the relevant period or in other extremely extenuating circumstances, which must be communicated to, and accepted by, the lecturer/tutor prior to, or immediately after, the relevant deadline. Please note that work submitted after the deadline may not receive individual feedback from the lecturer concerned.

11. Requirements for Autumn Supplemental Examination

Students who are registered to repeat must have a returned mark for both continuous assessment (C.A) and exam.

If a student has already submitted C.A. the mark attained for that work will be carried forward toward the REPEAT. The student **MUST ALSO RE-SIT THE FORMAL EXAM IN AUGUST 2019.**

If a student has not already submitted C.A. they must submit by **July 31, 2020. No continuous assessment work will be accepted after this date.** The student **MUST ALSO RE-SIT THE FORMAL EXAM IN AUGUST 2020.**

If students do not submit by the deadline, the existing continuous assessment mark will be carried forward to the Autumn. No continuous assessment work will be accepted after this date.

12. Preparing and submitting an essay

- 1) Essays should be a maximum of 2,000 words in length and should be typed, single-sided and double-spaced (about 8-10 pages).
- 2) Essays must be put in the Sociology Post Box (Ground Floor, Auxilia) with a yellow cover sheet attached on or before the deadline date. Supplies of cover sheets are available in the Sociology Department.
- 3) You must refer to some reading material assigned for the course. Reading beyond the assigned material will be interpreted favourably only if you show clearly how it relates to themes and issues covered in the lectures.
- 4) Essays must be carefully referenced, showing the sources of any information or argument you have referred to in the essay. A list of references should be appended, listing all sources referred to in the essay, including internet sources.
- 5) It is imperative that your essay referencing and bibliography adhere to the style guidelines described in this handbook.
- 6) Please read and take note of the statement on plagiarism in this handbook.
- 7) You must keep an exact copy of each written assignment you submit to the department. Should your assignment be mislaid, you will be asked to provide a replacement copy.

13. Essay assessment

The main criteria in assessing an essay are:

- level of understanding of the issue
- number of readings and the use which is made of such readings
- logical development of the discussion
- awareness and discussion of alternative arguments or viewpoints
- clarity of the writing style.

A first class essay or paper will show an excellent understanding of the issue; demonstrate an ability to use analytical reasoning; mobilise a good range of readings; and it will be written in a clear and concise style. An essay will fail if it does not address the question; reveals a fundamental lack of understanding of the issue; or is based on far too limited a range of readings.

14. Plagiarism

Plagiarism involves an attempt to use an element of another person's work, without appropriate acknowledgement in order to gain academic credit. It may include the unacknowledged verbatim reproduction of material, unsanctioned collusion, but is not limited to these matters; it may also include the unacknowledged adoption of an argumentative structure, or the unacknowledged use of a source or of research materials.

For example, when you directly copy another person's text without placing it in quotation marks and without acknowledging the source, you are plagiarising. The same is true when you present someone else's original idea, research or argument as though it were your own.

Plagiarism is strictly forbidden. It reveals an unwillingness to think for oneself and is both unethical and illegal under copyright laws. Please do not make the mistake of assuming that we won't recognise plagiarised material. It is almost always possible to identify text that has been professionally copy-edited, or is different in style from your own. The direct copying of passages (including illustrations) from a book, an article or the Internet without adequate references is a serious breach of academic trust and practice. Submitting essays or projects written by anyone other than yourself will also result in heavy penalties. As your final assessment is partly based on written assignments, plagiarism is equivalent to cheating at examinations.

Maynooth University considers plagiarism to be a serious academic misconduct, deserving of academic penalties. This document sets out the procedures for dealing with cases of plagiarism or suspected plagiarism in taught programmes of the University. [Link to policy here.](#)

The Department of Sociology operates an "early warning" system. If a student is suspected of plagiarism, the student is required to meet with the appropriate

lecturer to discuss the problem. If this is a first instance, the student will receive a warning but will be allowed to resubmit their work.

Second and subsequent instances of this kind will be dealt with strictly in accordance with the procedures outlined in the Maynooth University Policy on Plagiarism.

The Maynooth University guidelines on plagiarism are available at:

https://www.maynoothuniversity.ie/sites/default/files/assets/document/Plagiarism%20Sept%202015_0.pdf

15. Guidelines for citation

Books and articles read by you and referred to in your essay must be cited both in the essay itself and in the list of references at the end. **Only include in your list of references material you have read yourself and have referred to in your essay.** The usual procedure in sociology is to integrate references into the text itself.

Citations in the text include the last names of the authors and year of publication. Include page numbers when you quote directly from a work or refer to specific passages. Identify subsequent citations of the same source in the same way as the first. Examples follow:

- If **author's name** is in the text, follow it with the publication year in parentheses: ...in another study by Duncan (1959).
- If **author's name** is not in the text, enclose the last name and publication year in parentheses: ...whenever it occurred (Gouldner 1963).
- **Pagination** follows year of publication after a colon; omit the space between the colon and the page number: ...Kuhn (1970:71)
- Give both last names for **Joint Authors**: ...(Martin and Bailey 1988).

Quotations in the text begin and end with quotation marks; the author, date, and/or page numbers follow the end-quote and precede the period:

Wright and Jacobs (1994) found that "the variation in men's earnings relative to their peers in the labour force was not a reliable predictor of men's flight from feminising occupations"(p. 531).

OR

One study found that "the variation in men's earnings relative to their peers in the labour force was not a reliable predictor of men's flight from feminising occupations" (Wright and Jacobs 1994:531).

Block Quotations are presented in smaller type and are set off in a separate, indented paragraph. Block quotations should not be enclosed in quotation marks:

As stated by Wright and Jacobs (1994):

The variation in men's earnings relative to their peers in the labour force was not a reliable predictor of men's attrition. This finding is inconsistent with the prediction that declines in earnings are responsible for male flight from feminising occupations. (p. 531)

Reference List Formats: Some Examples

- Books

Garner, Steve. 2004. *Racism in the Irish Experience*. London: Pluto Press.

Berlin, Gordon and Andrew Sum. 1988. *Toward a More Perfect Union: Basic Skills, Poor Families and Our Economic Future*. New York: Ford Foundation.

- Editions of Books

McCullagh, Peter and John A Nelder. 1989. *Generalized Linear Models*. 2nd ed. London: Chapman and Hall.

- Articles From Collected Works

Clausen, John A. 1972. "The Life Course of Individuals." Pp. 457-514 in *Aging and Society*, vol. 3, *A Sociology of Age Stratification*, edited by M. W. Riley, M. Johnson and A. Foner. New York: Russell Sage.

- Articles From Journals

Goodman, Leo A. 1947a. "The Analysis of Systems of Qualitative Variables When Some of the Variables are Unobservable." *American Journal of Sociology*. 79:179-209.

_____. 1947b. "Exploratory Latent Structure Analysis Using Both Identifiable and Unidentifiable Models. *Biometrika*. 61:215-231.

Conger, Rand D. Forthcoming. "The Effects of Positive Feedback on Direction and Amount of Verbalization in a Social Setting. *Sociological Perspectives*.

- Articles From Newspapers and Magazines

Guiles, Melinda and Krystal Miller. 1990. "Mazda and Mitsubishi-Chrysler Venture Cut Output, Following Big Three's Lead." *Wall Street Journal*, January 12, pp. A2, A12.

- Electronic Sources

On-line journal article

Jacobson, John W., Jane A. Mulick, and Anne A. Schwartz. 1995. "A History of Facilitated Communication: Science, Pseudoscience and Anti-science." *American Psychologist* 50:750-65. Retrieved January 25, 1996 (<http://www.apa.org/journals/jacobson.html>).

Newspaper article

Goldstein, Amy 1997. "Dying Patients' Care Varies Widely by Place, Study Says." *Washington Post*, October 15, P. A1. Retrieved October 15, 1997 (<http://www.washingtonpost.com/wp-srv/Wplate/1997-10/15/0661-101597-idx.html>).

An Action Alert Posted on a Web Page

American Sociological Association. 1997. "Call for Help" (ASA Action Alert, October 15). Washington DC: American Sociological Association. Retrieved October 15, 1997 (<http://www.asanet.org/racecall.htm>).

Should you need more detailed information about citations, please consult *The American Sociological Association Style Guide 2nd edition*. 1997. Washington DC: American Sociological Association, from which all of these excerpts were taken.

16. Maynooth University Curriculum Initiative

You have the option to register for an elective stream of 10 CREDITS in Second Year. This means substituting 5 CREDITS of Sociology and 5 CREDITS of your other subject for this special 10 CREDIT module.

Please note that registration for electives will be subject to enrolment limitations, and also must be compatible with the timetabling and other requirements of your main subjects. Some combinations of electives and subjects are excluded. Further information is available at:

<https://www.maynoothuniversity.ie/study-maynooth/maynooth-education/electives>

17. Information from the Experiential Learning Office

The routes available to Maynooth students to experience more from their degree programme are diverse, enabling the development of rich learning experiences that connect classroom content with real-world experience. The Experiential Learning Office connects Maynooth students to a range of opportunities in the following areas.

Professional Development and Employability

Experiential learning professional development and employability modules are available to eligible second year students. The key purpose of these modules, involving a number of employers, is to facilitate students in their academic, personal and professional career development, so that they will be well equipped to secure internships and to successfully enter the graduate labour market.

See Skills for Success EX201 and EX202 for more details

MU SPUR (Summer Programme for Undergraduate Research)

An active research based and paid experiential learning programme for successful undergraduate pre-final year student applicants who wish to learn

more about the postgraduate experience, by working closely with faculty mentors on research projects across a range of disciplines.

Community Based Service Learning

Community Based Service Learning presents a credit-bearing academic experience that empowers students to engage with their surrounding communities, which often results in enhancing student's academic, civic, social and personal development, whilst they contribute to the common good. The experiential learning office facilitates academic staff in offering community based service learning experiences with their students.

For further information, refer to:

Website: <https://www.maynoothuniversity.ie/experiential-learning-office>

Email: Aisling.Flynn@mu.ie

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