

**MAYNOOTH UNIVERSITY  
(NATIONAL UNIVERSITY OF  
IRELAND,  
MAYNOOTH)**

**Department of Sociology**

Third Year Handbook

Academic Year 2017-18

## Table of contents

1.	About the Department of Sociology	pg 3-6
2.	The Sociology Degree at Maynooth University	pg 7
3.	Third year lecture timetable	pg 8-9
4.	Module descriptions	pg10-13
5.	Special Topic Reading, Discussion & Research Groups	pg 14-23
6.	Assessment	pg24-25
7.	Key Dates	pg 26
8.	Consultation	pg 27
9.	Communications	pg 27
10.	Support Services	pg 28
11.	Penalties for late work	pg 28
12.	Requirements for Autumn/supplemental examinations	pg 28
13.	Preparing and submitting an essay	pg 29
14.	Essay assessment	pg 29
15.	Plagiarism	pg 30
16.	Guidelines for citation	pg 31
17.	Venues and Locations	pg 32
18.	Experiential Learning	pg 33

## 1. About the Maynooth University Department of Sociology

We are delighted to welcome you back to the Maynooth University campus to resume your studies in Sociology for this, your final undergraduate year.

This handbook is intended to provide you with the information you need about our programme for the year and our policies.

You will find additional information about the Sociology Department on our website <https://www.maynoothuniversity.ie/sociology>, on the department noticeboards in Auxilia, and by following us on twitter @MU\_Sociology

Further inquiries can be made to the department office - Room 1.5 in Auxilia

The Third year Co-ordinator this year is:

Dr. Aphra Kerr,

Room 3.5 Auxilia (keep going up past the sociology office to the top floor)

Phone: 01-7086140

Email: [Aphra.kerr@mu.ie](mailto:Aphra.kerr@mu.ie)

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 your undergraduate programme this year, you may be interested in other initiatives, talks and events that are run by, or in conjunction with, the Department of Sociology. These will be advertised on the department's notice boards and on the department's [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 currently offer two taught M.A. programmes: Societies in Transition, and Internet and Society. Deadlines for applications are in June each year and staff are happy to discuss the programmes earlier in the year.

We also offer supervision for research postgraduates including M.Litt (2 years) and Ph.D degrees (4 years approx.). If you are interested in doing a research postgrad please talk to the postgraduate co-ordinator Professor Honor Fagan and take a look at the specialist areas of interest of the members of the Department below:

**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. She is particularly interested in the fate of the public realm in the face of privatization and monetization trends. Professor Corcoran is currently working at the interface of sociology and art and has collaborated with artist Mary Burke on a number of community engaged projects.

**Dr. Colin Coulter**

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

**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.

**Professor 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**

Research interests focus on technology, media and emergent digital research methods. Current research explores: gender and diversity in digital media; inequality and algorithmic decision making on online platforms; digital citizenship and internet cultures; new forms of virtual work and production. Recent projects have explored digital games production and policy, online community management work, broadcasting and diversity.

**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 globalized interpersonal and interactive forms of bodily culture through skin altering practices in Asia and Europe, beauty pageants, and Asian popular culture (Korean and Japanese dramas).

**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.

**Dr. Peter Murray**

Research and teaching interests include political mobilisation and the growth of the modern state, industry, work and technological change, health, illness and healing.

**Dr. 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.

\*\*\*\*\*

## 2. 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.

### **Third Year - Doing Contemporary Sociology**

*Goal for the Year:* To continue developing your sociological imagination and skills and to put them into practice through original social research.

*Concepts and Theories:* A course on Contemporary Social Theory explores the main arguments of contemporary social theorists who aim to explain the main features and changes in contemporary societies.

*The Substance of Society:* A required course explores the relationship between the state and the society at large. You have a variety of choices of courses that explore other, more specialised areas of sociology.

*Research Methods and Design:* Courses introduce some the principal methods used by sociologists to analyse the social worlds around them. All students carry out a research project, based on their own collection of their original data and using their own original analysis. This research project is developed through a small group studying similar sociological issues.

**Department of Sociology****Third Year Sociology Timetable 2017-2018****Semester 1***18<sup>th</sup> September 2017 - 15<sup>th</sup> December 2017*

<b>COMPULSORY MODULES:</b>	Credits	Day / Time	Venue
SO301 Contemporary Social Theory Dr. Colin Coulter	5	Tues 4pm Thurs 2pm	JHL3 JHL3
SO303 Special Topic Research Project	2.5	<b>See SO303 Moodle page for sign-up information</b>	
<b>You must choose <u>1</u> compulsory module from the following 3 modules:</b>			
SO204A Survey Research Methods Dr. Brian Conway	2.5	Mon 1pm	HH Week 1-6 CBCL1 Weeks 8 - 13
SO205A Fieldwork Methods Dr. Mary Benson	2.5	Tues 9am	ELT
PO309 Files and Documents Prof. Jane Gray	2.5	Mon 12pm	CBCL1
<b>OPTIONAL MODULES: Select <u>1</u> module from the following group:</b>			
SO213 Sociology of Consumption Dr. Mary Benson	5	Mon 9am Mon 2pm	ELT CB2
SO312 Sociology of the Family Dr. Jane Gray	5	Tues 1pm Tues 5pm	HF ELT
SO319 Revolutions Dr. Laurence Cox	5	Wed 4pm Wed 5pm	HB HB
SO338 Sex, Law and Society Dr. Paul Ryan	5	Mon 9am Mon 5pm	JHL4 CB6
PO311 Politics of Ethnic Conflict Prof. John O'Brennan	5	Tues 3pm Wed 10am	CB4 JHL7
PO312 Gender & Politics Dr. Pauline Cullen	5	Wed 2pm Thurs 11am	HB IONSEM

## Semester 2

29<sup>th</sup> January 2018 - 4<sup>th</sup> May 2018

COMPULSORY MODULES	Credits	Day / Time	Venue
SO303 Special Topic Research Project	5	See SO303 Moodle page for sig information	
<b>OPTIONAL MODULES:</b> Select <u>2</u> modules from the following group:			
SO210 Social Worlds of Children Dr. Rebecca King O'Riain	5	Tues 1pm Thurs 2pm	JHL2 CB8
SO311 Sociology of Development Dr. Colin Coulter	5	Mon 10am Mon 2pm	ELT SLT
SO314 Industry and Work Dr. Peter Murray	5	Tues 1pm Thurs 2pm	PCT APT
SO318A Sociology of Tourism Dr. Eamonn Slater	5	Mon 9am Tues 5pm	HJ AX2
SO321A Technology and Culture Dr. Aphra Kerr	5	Wed 2pm Thurs 11am	CB3 HH
SO324 Threats, Risks, Conflicts & Human Security Prof. Honor Fagan	5	Tues 3pm Wed 10am	AX2 LC
SO345 Crime and Society Dr. Brian Conway	5	Wed 2pm Thurs 11am	IONSEM SE132
PO301 International Public Policy Dr. Mary Murphy	5	Mon 12pm Mon 1pm	RH5 RH5
PO302 Irish Public Policy Dr. Michelle Maher	5	Thurs 9am Thurs 3pm	ESR LY1

For a full list of Venues and Locations see Section 17 below

## ***4. Module Descriptions***

### **SO301 Contemporary Social Theory**

Theoretical perspectives which inform contemporary sociological thinking, including: structural functionalism, symbolic interactionism and phenomenology, rational choice theory, structuralism and post-structuralism, postmodernism. Themes such as 'modernity', 'agency and structure', 'the contested' of the discipline of sociology'.

### **SO303 Special Topic Research Project**

The Special Topic reading and discussion groups provide a forum within which research projects are conceived and executed under the guidance of the group director. For more see section 5 of this handbook.

### **SO204A Survey Research Methods**

This module introduces students to the techniques of survey research methods, reflecting on the both strengths and limitations of survey research methodology.

### **SO205A Fieldwork**

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.

### **PO309 Files and Documents**

This module addresses how social science researchers use existing, written (including digital) information to investigate aspects of social life. Governments, organizations and individuals produce a wide variety of 'documentary realities' in the course of representing themselves - from public records, to personal letters and diaries, and online communication, to name a few. We will discuss how sociologists access and analyse such documents in their work.

### **PO302 Irish Public Policy**

This module offers students the opportunity to engage with contemporary challenges in Irish public policy and includes guest lecturers from the policy world. Part One introduces a governance framework to focus on how domestic and international ideas, institutions and interests interact to influence the trajectory of different Irish policies. Part two focuses on Irish public policy over the crisis period, the impact of crisis policy decisions and how crisis shaped the public policy process. Part three unpacks core policy debates including climate change, water, taxation, unemployment/labour market as well as policy themes chosen by students. The module ends by anticipating future

policy challenges, and includes revision, exam preparation and evaluation.

### **SO311 Sociology of Development**

The Sociology of Development seeks to describe and explain the dramatic and growing inequalities in power and wealth. What it means to be a "developed" society, the ways in which the west has conventionally constructed what is often described as the "third world" and the recent radical transformations at work in the global economy, politics and culture as well as a number of contemporary issues in the field of development studies.

### **SO312 Sociology of the Family**

The course explores changing trends in Irish family life, placing them in comparative perspective. It focuses on the experience of family change at different stages of the life course. The course introduces students to classical and contemporary sociological explanations of changing family patterns. It considers evidence on the consequences of those changes for individuals, groups and society as a whole, and their implications for social policy.

### **SO314 Industry and Work**

The world of work, sociological perspectives that have been brought to bear on the analysis of relationships within the workplace as well as key economic or managerial concepts that have co-existed and interacted with the sociological study of work.

### **SO318A Sociology of Tourism**

Tourism and cultural heritage are about leisure, they are about the way we attempt to enjoy ourselves. They are about escape - escaping the constraints of everyday life, work, school, college and even our 'loved ones'. This course unravels those diverse social processes that attempt to give us a pleasurable time as we take a holiday or engage in cultural activities and we also uncover how these abstract processes physically manifest themselves in theme parks, traditional pubs and heritage centres.

### **SO319 Revolutions**

Revolutions are situations where **society transforms the state**: when (usually) large numbers of people take action together in a (sometimes) successful action to change the nature of the state or (sometimes) do away with the state altogether. Revolutionary situations (whether or not they led to state-level change) have been a regular feature of European history over the last two hundred years, and of world history over the last seventy years or so. The vast majority of contemporary states owe their origin to revolutions, and revolutions continue to change states around the world. This course introduces students to

some important modern revolutions in Ireland, Europe and further afield and introduces some of the key ideas in thinking about revolutions, such as what makes a revolutionary situation, the role of the state, popular mobilisation and radicalisation, success and failure in revolutions and the role of revolutionary traditions, and the question of what revolution means today.

### **SO321A Technology and Culture**

An introduction to key theories for understanding the relationship between technology and society - is technology driving social change or are they mutually shaping? What agency do we have in relation to the design and development of everyday technologies? This course explores the gendering of technology, how politics can be embedded in technology and how societies and individuals can move towards socially responsible innovations. A range of case studies are explored including technologies of work, the internet, mobile phones, technologies of health and the move towards smart cities. We also look at representations of technology in popular culture.

### **SO324 Threats, Risks, Conflicts & Human Security**

In the 'new world order' traditional threats - such as nuclear annihilation - fade while new threats - such as 'global warming' - gain currency. The focus on military threats emanating from other states is being contested - despite criticisms from the realists - by a far broader interpretation of security as any factor that conspired against human or individual security. The new conceptualising of security entailed in the term human security- albeit contested by the realist school and the dominant states - is both based on, and leads to, a new understanding of world politics. Human security, its focus on protecting people from threat, risk and negative impact of conflict in the context of globalisation processes, is the main subject of this course. Students will be presented with some social, cultural, economic, and political aspects or facets of contemporary globalisation and in this context security issues will be critically examined from a human security perspective, in its broader and deeper sense. In this way, students will be introduced to the re-conceptualisation of the globalisation debates and the re-visioning of what security means in the 21st Century. The areas of intersection between global human security and development, environment, health, war, migration, and gender policy feature specifically on this course.

### **SO338 Sex, Law & Society**

In this course we move beyond common sense and 'natural' explanations of sexuality to show how it is a social construct of competing scientific, religious and legal discourses. We focus specifically on the state's regulatory role in the field of sexuality and how it has contributed to the creation of sexual insiders and outsiders through the extension of sexual citizenship (e.g. marriage, civil partnerships, hate crime laws etc). We examine resistances to this regulatory code governing sexuality and how it has contributed to the construction of sexual identities and social movements. The course also focuses on

contemporary debates around the political economy of sexuality exploring controversies around the criminalisation/decriminalisation of sex work and the sexualisation of children.

### **SO345 Crime and Society**

Is crime more or less prevalent now than before? Why are some people more likely to engage in criminal activity than others? Why are some behaviours defined as crime and others are not? These are some of the questions taken up by sociologists concerned with the relationship between crime and society. In this module, students learn about the major theoretical and empirical debates and issues in the sociology of crime literature. Special attention is given to placing the Irish case in comparative perspective.

### **SO210 Social Worlds of Children**

The theories in the sociology of children and childhood are introduced 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.

### **SO213 Sociology of Consumption**

Consumption stands at the intersection of different spheres of everyday life - between the public and the private, the political and the personal, the social and the individual. Consumption is understood to be a means and motor of economic and social change; and active constituent in the construction of space and place; and as playing a vital role in constructing our identities and lifestyles (Miles 1998). According to Jayne (2006) cities, and spaces and places within them, are the sites in which consumerism has been spectacularly mediated. Indeed the relationship between consumption and urban life has been a central component of the development of a consumer society. Consumption is not just about goods that are manufactured and sold, but increasingly about ideas, services and knowledge - places, shopping, eating, fashion, leisure and recreation, sights and sounds can all be 'consumed' (Jayne 2006). This module introduces students to the sociology of consumption and explores topics such as the historical context of consumption and commodification; distinction; taste and social class; identity; advertising and the media; hidden properties of consumption; differential access to resources; cities and consumption.

### **PO301 International Public Policy**

This course will examine public policy in a comparative and international perspective. Gender, race, class and colonisation will inform our comparison of policies and policy systems. This course also explores the increasing internationalisation of public policy and the advent of "global public policy," whereby international organisations play a powerful role in shaping public policy

development in the developing world and in post-communist states. Topics covered will include comparative methodology and international variation in formulation and response to issues, such as employment, housing, domestic violence, poverty, health, and child welfare.

### **PO311 Politics of Ethnic Conflict**

This course introduces students to the causes, nature and consequences of ethnic conflict in Europe and the wider world. It aims to familiarize students with the theoretical debates surrounding ethnicity and nationalism in the contemporary world and moves from the general to the particular by introducing a series of case studies which emphasise the importance played by ethnicity in divided societies. Students will thus get the opportunity to compare and test the applicability of different theories of ethnic conflict against 'real world' cases where division has produced inter-ethnic contestation, confrontation and violence. Key case studies to be considered may include: Bosnia, Kosovo, Rwanda, Sri Lanka, and the Basque Country.

### **PO312 Gender and Politics**

This module will provide an assessment of the key debates about the relation between gender and politics in the Western political tradition. It will explore how gender has shaped and been shaped by key political ideas (including the public-private distinction, the idea of contract, political representation, rights, justice, identity and equality), connections between conceptual debates institutional politics and, more specifically, gender inequality and political representation.

## ***5. Special Topic Reading, Discussion and Research Groups***

The aim of the special topic seminars is to assist you to produce a high quality undergraduate thesis. You will join one Special Topic reading, discussion and research group from a list of specialist topics. Seminars begin in week 3 of semester one.

Meeting once a week for one hour, each of these groups will focus on a specific theme or area and will have a staff director. Working within one of these groups during the first semester you will initially build up your knowledge of the topic by studying a series of key readings set by the group director and you will contribute to the group's discussion of these readings.

At the end of the first semester, and for most of the second semester, the group will provide a forum within which you develop and carry out a research project on a subject that falls within the group's Special Topic area. In this project the methodological knowledge you have acquired in research courses you took in previous semesters is put to practical use.

Research projects may be carried out on an individual or a group basis. Decisions on the nature of the projects to be undertaken will be taken by the directors of the groups in consultation with the student group members. The group

director must approve all project topics and work in progress on the projects must be presented to meetings of the whole group according to arrangements made by the director. Any project submitted that does not fulfil these conditions will not be marked.

Students should expect to spend approximately 8-10 hours carrying out the empirical research for their special topics thesis. This quantity may vary from group to group, particularly when groups involve collaborative research or collective data collection.

As a guide, this would translate into approximately:

10-15 hours of document study  
8-10 hours of participant observation;  
8-10 semi-structured interviews; or,  
25-30 survey interviews.

Students will receive further guidance on the research requirements from the special topics group directors.

**Each group will meet throughout the year's two semesters at the same time.** It is **your** responsibility to make sure that your group's meeting time does not clash with required courses in other Departments in either the first or the second semester.

Sign-up for workshop times will be done through the SO303 module Moodle site, on a **first-come, first-served basis**. Details on group meeting times are available on the SO303 Moodle site. Please also ensure that you attend lectures and monitor the departmental website and notice boards for further information;

- 1) **SO303 group sign-up will commence on the SO303 Moodle site on THURSDAY 21<sup>st</sup> September at 10am and run until 12 noon on TUESDAY 26<sup>th</sup> September 2017;**
- 2) **All registered SO303 students should automatically have access to the module's Moodle page; if you haven't finalised your registration by the time the sign-up process gets under way, please contact the Sociology Department office.** Once the sign-up process concludes, you cannot change out of your selected group;
- 3) **The groups will commence the week beginning Monday 2nd October 2017.**

Please note that at registration you will register for SO303 Special Topic Research Project no matter what specific group you are in. This is the only Third Year Sociology module that is not completed within a single semester and your Special Topic mark has three components.

- 1) A written assignment related to the work done in the first semester is due

- on Thursday, 14<sup>th</sup> December 2017. This is worth 30% of total marks.
- 2) The research project, which is due on Thursday 26<sup>th</sup> April 2018. This is worth 60% of the total marks.
  - 3) 10% is awarded for attendance and participation. The directors in all of the groups will keep a record of attendance.

### **Ethical issues**

- You should also make reference where appropriate to the ethical guidelines of the Sociological Association of Ireland and Maynooth University and how they inform your research. You are expected to explicitly discuss the ethical issues specific to the topic of your research.
- As a general principle, students are advised not to carry out research directly with people under 18 years old. Any such contact requires garda vetting.
- Students wishing to carry out research with vulnerable groups must consult with the Special Topic Leader on the feasibility or advisability of same.

## **Special Topic Groups 2017/18 – in alphabetical order**

**Dr Mary Benson (Tuesday 2pm, Seminar Room Auxilia Bld.)**

### **Place Exploration**

Everything that we study is emplaced. Place is not merely a stage on which we produce our lives, place itself has detectable effects on social life. Place is, at once, the buildings, streets, monuments, and open spaces assembled at a certain geographic spot and actors' interpretations, representations, and identifications (Gyeryn, 2000). Place also exists in different layers of time and meanings. This special topic group is an exploration of place/space; place identity and identification. Students will be encouraged to carry out explorations of different places with a view to developing a sociological awareness of place as a theoretical concept and as lived experience. The aim is to develop an understanding of the complex interplay of identity and place. This type of research lends itself to fieldwork methods and visual representations and students are encouraged to take SO205A Fieldwork Methods alongside this special topic group. However, place can also be explored through a variety of methods and students are allowed to choose this Special Topic group while taking any of the methods modules.

Places of interest for this special topic group include the following:

- Public space
- Buildings
- Streetscapes
- Communities
- Cafes
- Markets
- Abandoned buildings
- Tourist sites

- Urban and rural townscapes

There are a multitude of potential sites which will be discussed in class in more detail in order to help students identify specific places that they can research and which fit in with their own areas of interest.

**Dr. Delma Byrne (Wed. 1pm in Long Corridor Computer Room)**

**Secondary Data Analysis of Quantitative Data: Using the Growing Up in Ireland (GUI) study to understand inequalities in children's lives**

This special topic group will use nationally representative quantitative data from the *Growing up in Ireland* study to understand the mechanisms through which inequalities in children's educational experiences, out-of-school experiences and civic participation come about and are maintained. *Growing Up in Ireland* is a national, longitudinal study of children, funded by the [Department of Children and Youth Affairs](#), in association with the [Department of Social Protection](#) and the [Central Statistics Office](#).

In this special topic class, students will have the opportunity to formulate and theoretically frame a research question that has arisen from sociological readings or interests relating to children's educational experiences, out-of-school experiences, or civic participation. Issues are likely to cross-cut issues of social class, household income, gender, disability/SEN or ethnicity or migration status, as well as changes in the macro-economic climate. Students will then have the opportunity to develop their quantitative, secondary data analysis skills using a cohort of this large-scale dataset. Please note that students taking this module must use the Growing up In Ireland data. Data and questionnaires will be provided by the lecturer.

The study follows two groups/cohorts of children first visited in 2007/2008. The first wave of the project collected data from 11,000 children aged nine months and their parents (the Infant Cohort), as well as 8,500 children aged nine years (the Child Cohort), their parents, teachers and carers. In all, three waves of data collection have been conducted with the Infant Cohort (at 9 months, 3 years and 5 years) and two waves with the Child Cohort (at 9 years and 13 years). See [www.growingup.ie](http://www.growingup.ie) for more information about the study.

**Dr. Brian Conway (Wed. 9am, Seminar Room Auxilia Bld.)**

### **Religion & Society**

Are we more or less religious now than before? Why do women tend to be more religious than men? Why are strict churches strong? These are some of the core questions taken up sociologists concerned with the relationship between religion and society. In the first semester students learn about the major theoretical, methodological and empirical debates and issues in the sociology of religion literature. Special attention is given to placing the Irish case in comparative perspective. This provides a foundation for the second semester, in which the focus turns to carrying out a research project about a research question(s) derived from the literature examined in the first semester as well as becoming acquainted with some writings about writing.

Topics:

Religion and generational change

Religion and young people

Religious professionals

**Professor Mary P. Corcoran (Monday at 10am, Seminar Room Auxilia Bld.)**

### **The sociology of the public realm**

What do such varied social processes as allotment gardening, swimming at the Forty Foot in Dublin, playing Gaelic games, volunteering, public libraries, car boot sales, Culture Night, hill-walking clubs have in common? They all to one degree or another are located in the public realm. According to Lofland (1989) the public realm is defined as those non-private sectors or areas of urban settlements in which individuals in co-presence tend to be personally unknown or only categorically known to one another. Lofland, Sennett (2011) and others have argued cogently about the sociological significance of the public realm- spaces that are relatively open to all, with no (or low) cost of entry where people can congregate, communicate, encounter each other only in fleeting exchanges but which are founded on a sense of mutual confidence and trust. Such spaces can help to generate a sense of subjective competence and a sense of collective belonging both crucial to the well-being of the citizen. In this special topic group we will identify and investigate sociologically events, activities and practices that embody publicness and public spiritedness and that help to constitute a public realm, even as we contend with the forces of as privatization, monetization, and marketization. Can the public realm- based on co-presence- survive in a digital age? If so, where do we find it?

**Dr. Áine Corrigan O'Neill (Tuesday 11am, Seminar Room Auxilia Bld.)**

### **Migration: Identities on the Move**

Contemporary migration has become a topic of intense public and political discourse. New flows of migrants into Ireland have deeply impacted the social, cultural and demographic fabric of Irish society. Successive waves of Irish emigration have led to the emergence of a global Irish diaspora with complex and enduring ties to the homeland. In this special topic group, we will explore how migration and mobility impact on the culture and identity of those who migrate, the communities they leave behind and the web of transnational ties that migrants weave as they move between homeland and host society. Students will develop their own original research on migration by analyzing the impact that mobility has on the experiences of migrants in their careers and work practices, in their relationships and connections with friends and family and in the formation of ethnic ties and immigrant communities. Each week we will explore a key aspect of migration from a sociological perspective. Students are required to read, reflect on and discuss the themes presented in class from which they will develop their individual research topics.

Potential research topics include:

Migrant identity; home and belonging, transnational identities, diaspora and citizenship. Immigrant communities in Ireland; ethnic culture, language, education, work, religion, gender, networks, discrimination and the integration of immigrants into Irish society. Migration and work; barriers to employment, high skilled migrants, immigrant

entrepreneurship, migrant networks and social capital.

Migration and technology; the impact of technology on migrants emotional, social, cultural and economic lives, the role of technology in facilitating transnational migrant relationships.

**Dr. Colin Coulter (Thursday 10am, Seminar Room Auxilia Bld.)**

### **Ireland Since the Crash**

As the century turned, the Irish Republic was lauded widely as an exemplar of how small, previously underdeveloped states might reach the promised land of national prosperity. Within a few years, however, a country that was once a 'poster child' for capitalist globalization would come to be seen as a cautionary tale for those tempted to tread the same neoliberal path. The global economic crash heralded most dramatically by the collapse of Lehman Brothers in September 2008 had rather more severe consequences for Ireland than most other western societies. The scale of the country's fall from grace was indexed in spiraling levels of unemployment, emigration and national debt not seen since the sour times of the 1980s. In this seminar programme, we will take a critical look at how Irish society has changed since the onset of the global economic recession. We will examine some of the debates that attended the Celtic Tiger era before turning to consider the ways in which the austerity measures introduced since boom turned to bust have been represented, experienced and contested. The series concludes by analysing whether the current claims that Ireland has 'turned a corner' into a period of 'recovery' provide grounds for optimism or signal that the tragedies of recent times are about to be played out once again as farce. It is hoped that the programme will offer a critical and engaging perspective on the nature of social change in a country that has, more than almost any other, reflected the promise and peril at the heart of late capitalism.

**Dr. Laurence Cox (Wednesday 12 noon, Seminar Room Auxilia Bld.)**

### **How can we change the world?**

Social movements and revolutions, NGOs and charities, religion and alternative lifestyles, education and art, governments and corporations all offer modernity's classic promise of a different and better world in one form or another. In a time of evident crisis, the claim to be a force capable of changing the world for the better is obviously an important one, and can help to recruit supporters and participants for different social actors' projects. But how seriously can we take these claims? Some such claims are clearly PR covering a much more mundane reality; some may be well-intentioned but hopeless. However much of modernity - from postcolonial independence to neoliberalism and from education systems to many cultural changes - *can* be traced back to conscious projects on the part of more or less clearly defined social actors. So how can sociologists assess which is which?

In this course we will think about the extent to which different actors are already involved in the co-production and reproduction of contemporary society (their deeds as opposed to their words) and how we can analyse the different directions in which they seek to push social change. We will look both at the historical record and at the question of potential - how sociologists can think about what particular organisations and forces *may* be able to do in the future.

Students will select one social actor, in Ireland or abroad, which presents itself as being in the business of changing the world. They will critically analyse its own account of how it can do this, comparing it both with its actual actions and organisation in the present day and with its potential for developing. Research will draw on the actor's own public statements, its structure, history and activities, the views of its own participants (through interviews, social media or other appropriate sources), external commentary both supportive and hostile and examination of the wider social context within which it operates.

The aim is neither to celebrate nor to condemn but rather to assess seriously how far this actor is actually capable of changing the world.

**Dr. Pauline Cullen (Wednesday 10am, Seminar Room Auxilia Bld.)**

### **Women's Interests, Activism and Agency in Ireland**

How can we understand what are women's interests and are they similar or different to men's interests? How and why are relations between women and men changing and what are the economic, social and political consequences? How are women's organisations and feminist movements engaging with the reality of women's lives in all their diversities? What contribution can feminist scholarship provide to understanding contemporary forms of women's subordination? This special topics course is interested in these questions in the context of Irish society. Drawing from sociological research on gender inequality, women and public policy, women's representation in decision making and women's and feminist movements this seminar will explore the gendered structures, social practices and ideologies that shape the experiences, perspectives and life-chances of women in Ireland. Issues to be examined include: younger women and older women, intersectionality and solidarity between women in the context of race and class dynamics; women's movements and feminist activism. A specific focus will be on the kinds of political agency available to women in Ireland and the specific forms that gender asymmetry and feminist struggle assume in societies where capitalism is financialized, globalizing and neoliberal. Potential topics for research projects include: women lives as workers; women in higher education; women and decision making/political office; women's movements; feminist organising. Projects should include a focus on the forms of agency and activism that women exercise in these domains.

**Professor Honor Fagan (Thursday 11am, Seminar Room Auxilia Bld.)**

### **Gender, Violence and Security**

This module examines violence, conflict, and security from a gendered perspective. It will provide students with the opportunity to learn how to *research* gender with a particular emphasis on violence, conflict, and security in international contexts. It will focus on research design and methods. It involves epistemological, methodological, and ethical considerations in conducting research on how gender is reflected in the substantive areas of nation state development, peace-building, warring, and global security. This research workshop is closely complementary to Module SO324A Threats, Risks, Conflicts and Human Security, which takes place in Semester 2, so it is highly recommended that you enrol for both.

#### Topics

Investigating Gender, Gendering Violence, Militarisation and Masculinity, Nation and Citizenship, War and Terrorism, Violence and Sexuality, Peace-making and Security,

Gender Justice Movements, The Sex Trade, Trading Sex in Refugee Camps, Sexual Violence as a Weapon of War, Understanding and Experiencing Insecurity, Gendered Processes of Securitisation

**Madhu Kambamettu (Monday 4pm, Seminar Room Auxilia Bld.)**

### **Digital Society**

Information and communication technology (ICT) has dramatically affected the ways in which we learn, communicate and socialise, and the growth of the internet has generated an exponential increase in the amount of information and range of products available to us as consumers. However, many social and economic analysts highlight the increasing capacity of various automated systems (such as robots, 3D printers and web-based apps) to carry out tasks previously done by humans as a serious threat to employment and prosperity. Others disagree, arguing that similar fears were prevalent at the time of the industrial revolution, and that new technologies lead to new jobs that are simply different to those that existed before. In addition, the implications of "big data" and the rapidly expanding Internet of Things (IoT) are not yet widely understood, even as data-transmitting sensors have become standard components in many of the electronic devices in our pockets, homes, workplaces and environment. In this reading and research group, we will examine questions concerning how we can understand these developments as sociologists. Does the proliferation of digital technology herald a completely new epoch in social relations and structure? And is classical sociology still relevant, or do we need an entirely new set of social theories?

**Dr. Aphra Kerr (Wednesday 11am, Seminar Room Auxilia Bld.)**

### **Networked Media and the Quantified Self**

Irish people are increasingly experiencing many aspects of their lives in, and on, networked media, especially on the internet. We form 'networked publics' (boyd, 2010) and we create data trails of ourselves. From these traces commercial and non-commercial online services create 'calculated publics' (Livingstone, 2014) that target and personalise services to us. But these services offer partial and incomplete understandings of the self. They presuppose certain skills, resources and levels of access to the internet. What might be the social, political and cultural implications of these calculated publics? Why is our data important to them and how do they commodify it? How much agency do we retain over our data? What are the implications for our individual and group privacy? Drawing upon themes from Media and Society, and Technology and Culture, this special topic group will explore the role of networked media and data for individuals and society.

Possible topics include:

- Digital Inequalities and digital divides
- Online Risks, harms and vulnerabilities
- Dataveillance, surveillance and souveillance
- New forms of online work (e.g., the gig economy, vlogging, elancing, user generated content)
- The quantified self - self-tracking, power and knowledge
- Civic hacking, resistance and data activism

Digital literacy and inclusion programmes

**Dr. Rebecca King-O'Riain (Thursday 12 noon, Seminar Room Auxilia Bld.)**

### **Beauty and Popular Culture**

What does it mean to be beautiful today? How is that linked to popular culture? This module will explore beauty and popular culture through a critical lens to unveil and think about beauty practices in contemporary society. The beautiful body requires constant attention and surveillance. To be beautiful, one must constantly pay attention to being beautiful and one must work at it and purchase goods and services (make up, cosmetic surgery, fake tan, etc.) to strive for beauty. In doing so, bodies (particularly of women, but also of men) become commodified and need constant modification, fixing, and fussing to be produced. All of this contributes to an increasing awareness of the visual body in modern society particularly on social media where the beautiful (presentation of) self appears on Instagram, Snapchat and Facebook.

Research topics available in this module are:

Beauty in the Fashion Industry, Beauty and Emotions/Affect, Beauty in non-Western cultures, A#LAG (Always like a girl) and confidence culture, Beauty and Women's magazines, Beauty and online dating, Beauty and mail order brides, Beauty and bodies during pregnancy and post-partum, Beauty and the global cosmetics industry, 'Living Dolls' on YouTube (or connections to Anime and Manga), Beauty and Celebrity, Make up tutorials on YouTube, Beauty and appearance on Instagram, Snapchat or Facebook, Skin altering practices including skin lightening and 'fake tan', Cosmetic surgery (from eyelid surgery to designer vaginas), Race and beauty, Beauty 'games' for girls which mimic beauty practices, Beauty workers (nail salons, hairdressers, etc.), The role of beauty at work (looking professional/middle class), Beauty work on the body as 'fun' or 'taking good care of yourself', Beauty and 'Critical Fat' studies, Beauty and the 'Wellness Industry', Postfeminist Beauty, Beauty Online, Beauty and Empowerment, Self-help literature and beauty, and Sex and Beauty (on and off line).

**Professor Seán Ó Riain (Tuesday 12 noon, Seminar Room Auxilia Bld.)**

### **Pathways to Adulthood: Which Adulthood? What Path?**

The "transition to adulthood" has been analysed by sociologists as the time between the end of formal education and the establishment of long-term employment and an independent family and household (typically between 18 and 35). It can be a crucial period in shaping peoples' lives and in challenging or reinforcing inequalities. In this special topic group we will examine many aspects of this part of peoples' lives, partly by questioning the idea of a 'normal' path to a 'normal' form of adulthood.

We will investigate patterns of early employment, careers, access to housing, relationships and family formation - and how they vary across countries. We will ask whether these patterns are changing to become more flexible and uncertain, and how people are navigating these changes. Our research will investigate inequalities in how these life changes are experienced - by gender, class, ethnicity, sexuality, citizenship and other social categories and divisions. Perhaps most fundamentally of all, we will ask

what is the form of adulthood that is constructed as 'normal', how that is constructed and whether there is now a more diverse set of types of adulthood available in Ireland.

**Dr. Paul Ryan (Thursday 3pm, Seminar Room Auxilia Bld.)**

### **Consuming Celebrity - everyday practices and identities**

Celebrity culture is not new. However, in late modern society as self-identity becomes a reflexive project (Giddens 1991), celebrity has become a key resource drawn upon by individuals as they continuously reflect and work on the self. How people exercise, cook, read, vacation, dress, worship, vote, decorate their homes and even how they give to charitable causes is increasingly influenced by celebrity endorsement in an accelerated consumer world. In this group, we examine how celebrity has become a resource that helps construct cultural identities and explore the functions it performs. We locate these processes in a media and digital world where the boundaries of news and entertainment have blurred, where there is an increasing democratisation of the public sphere that, in theory, should allow for wider participation. We examine the wider political economy of celebrity that facilitates this transnational market for photos, brands and products and explore how they intersect with gender, class and ethnicity.

There are many research topics available to students including -

- Online ethnography of celebrity websites or social media like Instagram or Twitter.
- Documentary or comparative analysis of historical and contemporary celebrity production and consumption
- Interview based research with users of celebrity fora - like magazines or digital resources or live concerts or performances
- Analysis of fan forums or message boards
- Exploring aspects of gender, sexuality, ethnicity or class in the production or consumption of celebrity.

## 6. Assessment

<i>Course</i>	<i>Forms of Assessment</i>
SO301 Contemporary Social Theory	(a) 1 x 1 hour formal written examination at the end of the semester (b) 1 essay
SO303 Special Topic Research Project	(a) research project submitted towards end of second semester (b) written assignment at end of first semester (c) Seminar attendance and participation
SO204A Survey Research Methods	100% Continuous Assessment
SO205A Fieldwork	100% Continuous Assessment
PO309 Files and Documents	100% Continuous Assessment
SO311 Sociology of Development	1 x 2 hour formal written examination at the end of the semester
SO312 Sociology of the Family	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% Continuous Assessment
SO314 Industry and Work	1 x 2 hour formal written examination at the end of the semester
SO318A Sociology of Tourism	1 x 2 hour formal written examination at the end of the semester
SO319 Revolutions	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% Continuous Assessment
SO321A Technology and Culture	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% Continuous Assessment
SO210 Social Worlds of Children	1 x 2 hour formal written examination at the end of the semester

<p><b>SO324 Threats, Risks, Conflicts &amp; Human Security</b></p> <p>NB: Attendance in class is required and monitored. The random selection of dates for the two class tests supports this. If you have attended 90% of classes but have missed a class test you will have an opportunity in Week 12 to repeat the one for which you were absent. I will not grade your critical review or final essay if I do not have a record of satisfactory attendance in class as this module involves peer learning and peer debate.</p>	<p><b>100% Continuous Assessment - 2 Essays and 2 Class Tests:</b></p> <ul style="list-style-type: none"> <li>(a) 2,000 word critical review (40%) guidelines provided in class Week 3; due 4pm, 15<sup>th</sup> of Feb.</li> <li>(b) 2,000 word final essay (40%) guidelines provided in class Week 7, Friday March 16<sup>th</sup>; due 4pm on December 10<sup>th</sup>.</li> <li>(c) Response Quiz (10%) -30 mins in class test (randomly selected date)</li> <li>(d) Response Paper (10%) - 30 mins in class test (randomly selected date)</li> </ul>
<p><b>SO338 Sex, Law and Society</b></p>	<ul style="list-style-type: none"> <li>(a) 1 x 1 hour formal written examination at the end of the semester</li> <li>(b) 50% Continuous Assessment</li> </ul>
<p><b>SO345 Crime and Society</b></p>	<p>1 x 2 hour formal written examination at the end of the semester</p>
<p><b>SO213 Sociology of Consumption</b></p>	<ul style="list-style-type: none"> <li>a) 1 x 1 hour formal written examination at the end of the semester</li> <li>(b) 50% Continuous Assessment</li> </ul>
<p><b>PO301 International Public Policy</b></p>	<ul style="list-style-type: none"> <li>(a) 1 x 1 hour formal written examination at the end of the semester</li> <li>(b) 1 essay</li> </ul>
<p><b>PO302 Irish Public Policy</b></p>	<ul style="list-style-type: none"> <li>(a) 1 x 1 hour formal written examination at the end of the semester</li> <li>(b) 1 essay</li> </ul>
<p><b>PO311 Politics of Ethnic Conflict</b></p>	<ul style="list-style-type: none"> <li>(a) 1 x 1 hour formal written examination at the end of the semester</li> <li>(b) 50% Continuous Assessment</li> </ul>
<p><b>PO312 Gender and Politics</b></p>	<ul style="list-style-type: none"> <li>(a) 1 x 2 hour formal written examination at the end of the semester</li> </ul>

## 7. Key Dates

Mon Sept 18	Lectures commence
Thurs Sept 21	SO303 group sign-up commence on the SO303 Moodle site on THURSDAY 21 <sup>st</sup> September at 10am and run until 12 noon on TUESDAY 26 <sup>th</sup> September 2017;
Mon Oct 2	Special Topic groups start meeting
Mon Oct 30 - Fri 3 Nov.	Study week
Thurs Nov 16 (to be confirmed)	First semester SO301 essay due
Thurs Dec 14	Special Topic Assignment due
Fri Dec 15 <sup>th</sup> 2017	Conclusion of first semester classes
Fri Jan 5 <sup>th</sup> 2017	First semester examinations begin

\*\*\*\*\*

Mon Jan 29 2018	Lectures commence
Mon March 19 - Fri March 23	Study week
Mon March 26 - Friday March 30	Easter Vacation
Thurs April 26	Special Topic Research Project due
Fri April 30	Conclusion of second semester classes
Fri May 11	Second semester examinations commence
July 31 <sup>st</sup> 2018	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 third year programme. If you have a problem or question which relates generally to the third year programme, or to your participation in it, please contact the third year co-ordinator Dr. Aphra Kerr, [Aphra.kerr@mu.ie](mailto:Aphra.kerr@mu.ie)

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 selected hours during each week of term. Each staff member has consultation hours posted on his or her office door and on their course outlines.

If you cannot attend during office hours please make an appointment. You may make an appointment by telephone, email, or by contacting Áine Edmonds or Trish Connerty, Sociology Department Executive Assistants, Room 1.5, The Auxilia Building, Tel: 7083659.

In addition to consulting with individual lecturers or the third year co-ordinator, 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 coordinator and student representatives who are elected by students after the beginning of term.

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

1. Talk to the staff member who has administrative responsibility for third year.
2. Talk to your third 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 noticeboards in the Auxilia Building once every two to three days.

Lecturer and Department announcements also go to your Maynooth email account. Please make sure that you check your Maynooth University email account every two to three days (even if you primarily use another email account). Please also check module moodle sites regularly.

You are responsible for keeping up to date with announcements or notices provided during periods of time that you are absent from class or from campus.

## ***10. Support Services***

Maynooth University provides a wide range of support services to its students. A document listing and describing these services can be accessed through the Undergraduate Students page of the [Department's website](#) or by searching the Maynooth website.

## ***11. 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. It is not a responsibility of teaching staff to provide individual feedback for work submitted after the official deadline.

## ***12. Requirements for Autumn Supplemental Examination***

Usually the repeat assessment requirements are the same as the original assessment requirements. Please discuss with your lecturer if you are uncertain.

Where applicable, Autumn repeat students must submit continuous assessment work by **31<sup>st</sup> July 2018**. No continuous assessment work will be accepted after this date.

Normally, the maximum mark awarded for a repeat Autumn continuous assessment assignment is 50%. 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.

### ***13. 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, the Auxilia Building) with a blue cover sheet attached on or before the deadline date. Supplies of cover sheets are available in the Sociology Department. Some lecturers will also require electronic submission.
- 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 for any information or argument you refer to. 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.

### ***14. 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.

## ***15. 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 policy guidelines on plagiarism are available at:  
[https://www.maynoothuniversity.ie/sites/default/files/assets/document/Plagiarism%20Sept%202015\\_0.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/Plagiarism%20Sept%202015_0.pdf)

You should note that when you submit work you sign a cover sheet statement that this work is original and does not constitute plagiarism under the Maynooth University Policy on Plagiarism.

## 16. 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, not put them as footnotes or endnotes etc.

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 full-stop:

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). [Please note where the full stop is put.]

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).

**Longer quotations are often called Block Quotations** 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)

**A FULL GUIDE IS AVAILABLE ALONGSIDE THE HANDBOOKS IN THE UNDERGRADUATES SECTION OF OUR WEBSITE -**

**<https://www.maynoothuniversity.ie/sociology/undergraduate-students>**

## *17. Venues and Location, Maynooth University*

Venue Code	Venue	Location	Venue Code	Venue	Location
<b>APT</b>	Teaching Hall	Student Apartments North Campus	<b>KC2</b>	Kairos Communications Lab2	Kairos Communications
<b>AX1</b>	Classhall 1	Auxilia Building North Campus	<b>LC</b>	Long Corridor Computer Room	Stoyte House, South Campus
<b>AX2</b>	Classhall 2	Auxilia Building North Campus	<b>LGH</b>	Logic Hall	Logic House, South Campus
<b>BL</b>	Biology Lecture Room	Callan Building North Campus	<b>MAH</b>	Maths Hall	Logic House, South Campus
<b>BR</b>	Bewerunge Room	Logic House South Campus	<b>MCL</b>	Maths Computer Lab	Logic House, South Campus
<b>CC1</b>	Computer Training Room 1	Computer Centre South Campus	<b>ML</b>	Middle Loftus	Loftus Building South Campus
<b>CC2</b>	Computer Training Room 2	Computer Centre South Campus	<b>MS1</b>	Maths Room 1	Logic House, South Campus
<b>CH</b>	Callan Hall	Stoyte House South Campus	<b>MS2</b>	Maths Room 2	Logic House, South Campus
<b>CS1</b>	Computer Science Lecture 1	Callan Building North Campus	<b>MTL</b>	Music Technology Lab	Behind Logic House, Sth. Campus
<b>CS2</b>	Computer Science Lecture 2	Callan Building North CVampus	<b>NEWTH</b>	New Theatre	New Building, North Campus
<b>CSR</b>	Computer Science Room	Callan Building North Campus	<b>NSEM</b>	New Seminar Room	New Building, North Campus
<b>EDX</b>	Education Extension	Education House North Campus	<b>NMR</b>	New Music Room	Logic House, South Campus
<b>ELT</b>	Education Lecture Theatre	Education House North Campus	<b>OCR</b>	O'Callaghan Room	Logic House, South Campus
<b>ESR</b>	Education Seminar Room	Education House North Campus	<b>PCT</b>	Physics Chemistry Theatre	Physics Chemistry Bldg, North Campus
<b>FD</b>	First Divinity	Loftus Building South Campus	<b>PH</b>	Physics Hall	Stoyte House, South Campus
<b>GR</b>	Geography Room Rocque Laboratory	Rhetoric House South Campus	<b>RVH</b>	Riverstown Hall	Riverstown Lodge South Campus
<b>HA</b>	Hall A	Arts Building North Campus	<b>RYE</b>	Rye Hall	Rye Hall, North Campus
<b>HB</b>	Hall B	Arts Building North Campus	<b>SLT</b>	Science Lecture Theatre	Callan Building, North Campus
<b>HC</b>	Hall C	Arts Building North Campus	<b>T1</b>	Tutorial Room 1	Hume Building North Campus
<b>HD</b>	Hall D	Arts Building North Campus	<b>T10</b>	Tutorial Room 10	Hume Building North Campus
<b>HE</b>	Hall E	Arts Building North Campus	<b>T2</b>	Tutorial Room 2	Hume Building North Campus
<b>HF</b>	Hall F	Arts Building North Campus	<b>T3</b>	Tutorial Room 3	Hume Building North Campus
<b>HH</b>	Hall H	Arts Building North Campus	<b>T4</b>	Tutorial Room 4	Hume Building North Campus
<b>HET</b>	Het Hut	Behind Logic House South Campus	<b>T5</b>	Tutorial Room 5	Hume Building North Campus
<b>IONTH</b>	Iontas Building Lecture theatre	Iontas Building North Campus	<b>T6</b>	Tutorial Room 6	Hume Building North Campus
<b>JH1</b>	Lecture Theatre 1	Hume Building North Campus	<b>T7</b>	Tutorial Room 7	Hume Building North Campus
<b>JH2</b>	Lecture Theatre 2	Hume Building North Campus	<b>T8</b>	Tutorial Room 8	Hume Building North Campus
<b>JH3</b>	Lecture Theatre 3	Hume Building North Campus	<b>T9</b>	Tutorial Room 9	Hume Building North Campus
<b>JH4</b>	Lecture Theatre 4	Hume Building North Campus	<b>TH1</b>	Theatre 1	Arts Building North Campus
<b>JH5</b>	Lecture Hall 5	Hume Building North Campus	<b>TH2</b>	Theatre 2	Arts Building North Campus
<b>JH6</b>	Lecture Hall 6	Hume Building North Campus	<b>TL</b>	Top Loftus	Loftus Building South Campus
<b>JH7</b>	Lecture Theatre 7	Hume Building North Campus	<b>61</b>	Room 61	Opposite Swimming pool, South Campus
<b>KC1</b>	Kairos Communications Lab1	Kairos Communications	<b>62</b>	Room 62	Opposite Swimming pool, South Campus

Updates to this list are available online at  
<https://www.maynoothuniversity.ie/campus-services/theatres-classhalls-av-equipment>

## 18 Experiential Learning

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

### **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](mailto:Aisling.Flynn@mu.ie)

Tel: + 353 1 4747760