



Third Year Sociology Handbook

Academic Year 2023-2024

**Department of Sociology &
Centre for the Study of Politics**
2nd Floor, Room 2.11
TSI Building, North Campus
Maynooth University
Sociology.Department@mu.ie

A Message from the Head of Department, Prof. Mary Murphy

Dear Students,

My name is [Professor Mary Murphy](#) and as the Head of the Department of Sociology and Centre for the Study of Politics, I would like to welcome you to our department. Whether you are a first-year undergraduate, a returning student or beginning your postgraduate studies, we hope you have a rich and fulfilling life here in Maynooth University.

Our approach to the study of both Sociology and Politics is informed by our commitment to public sociology and to being engaged and relevant to the world we live in. Our approach is to be interested, creative, critical, and engaged active citizens interested in shaping the world we share. We encourage you while you are here to get involved with student life, sports, clubs and societies, and particularly to join the [MU Politics and Sociology Society](#) and to engage with us through social media (Twitter: [@MU_Sociology](#) and [@MU_Politics](#)).

As you get to know us, our work, and publications, you will find we [research](#) across a broad and diverse range of local, national and international topics. We bring this research to our teaching offering you a very broad choice of modules and subjects, enabling you to craft your own pathway through your degree programme. You can find out more about this year's choices and modules in our exciting [Undergraduate](#), [Masters](#) and [PhD](#) programmes through the relevant pages on our website - and also read about [what you can do with a degree in Politics or Sociology](#) as well as the work of our [Centre for the Study of Politics](#)

You will find all you need to know on the different sections of the website and through our social media. You can also email our incredible admin team (sociology.department@mu.ie), our accessible [lecturers](#) and tutors, and you can communicate through your class representative.

This year, all our lectures and tutorials are live on-campus, and we will do all we can to ensure you are safe and comfortable. Our door is always open, talk to us and tell us what you are thinking and what you might need, we are happy to support you in any way we can.

Most of all, enjoy your time here in Maynooth!

All the best

Mary

SOCIOLOGY & POLITICS @MU

OUR LEARNING COMMUNITY KEY PRINCIPLES



Our Department is a community of teachers and learners who endeavour to learn from each other through relationships that are open respectful and engaging.



We are a diverse group of people who respect each other's varying experiences and perspectives.



We engage in active discussion and debate in an atmosphere of civility and mutual respect, in-person and online, inside and outside of the formal classroom and campus.



We respect others by avoiding disrupting their teaching and learning, we try to avoid talking during lectures, arriving late and/or leaving early from lectures, and other disruptive actions.



We respect the policies of each lecturer and tutor regarding classroom and module policies and practices, including the use of technology in the classroom.



We understand that the staff of the department are concerned for the welfare of all students, for integrity, fairness and inclusiveness in our work and overall to promote learning in the ways that are judged to be most effective.



We understand that we can bring concerns we might have to academic and administrative staff, and in particular to the Head of Department.



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E: sociology.department@mu.ie
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@MU_Sociology @MU_Politics

1. About the Maynooth University Department of Sociology

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 and @MU__Politics.

Further inquiries can be made to the department office - Room 2.11, 2nd Floor, TSI Building. It is accessible by stairs and by lift.

The Third year Co-ordinator this year is:

Dr. Paul Ryan
Room 2.30 TSI Building
Email: paul.ryan@mu.ie

In the next section of this handbook, we present the overall vision of how the sociology degree programme develops 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 thirty students are engaged in postgraduate studies in the Department. We encourage you to consider furthering your studies with us in our taught M.A. programmes. Deadlines for applications are in June each year and staff are happy to discuss the programmes earlier in the year. More details are available on our website at: <https://www.maynoothuniversity.ie/sociology/ma-programmes>

We also offer supervision for research postgraduates including M.Litt (2 years) and PhD degrees (4 years approx.). If you are interested in doing a research postgrad, please talk to the postgraduate co-ordinator Prof. Laurence Cox (laurence.cox@mu.ie) and take a look at the specialist areas of interest of the members of the Department on the [Our People](#) page.

The subject matter of politics and sociology is diverse, and our programme at Maynooth University reflects the varied interests of the members of the Department which can be viewed also on the [Our People](#) page

2. The Sociology degree at Maynooth University



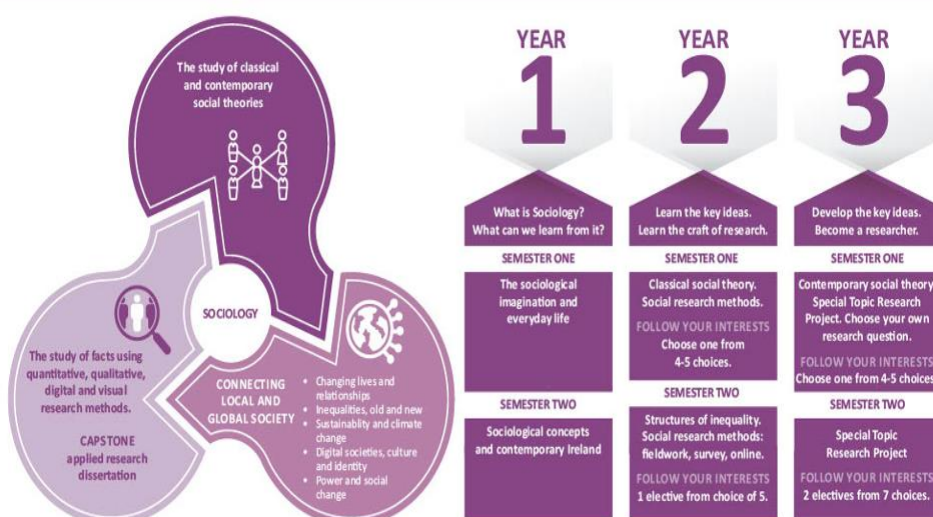
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@MU_Politics

SOCIOLOGY & POLITICS

WHAT IS SOCIOLOGY?

Sociology is the quest for understanding of human social life. From studies of local communities through to global transformations, it uses a wide range of systematic research methods to understand our lives and to explain the institutions and forces that are transforming them.



3. Teaching and Learning Formats 2023-2024

Welcome to our Department. We strive to ensure our communication with students is clear and consistent. Our [‘Undergraduate Information and Learning Hub’](#) on the department website will be updated regularly with relevant departmental teaching and learning information, as well as useful resources and supports.

4. Timetable

Please refer to the online Timetable for up-to-date information on venues and times.
<https://apps.maynoothuniversity.ie/timetable/>

Semester 1*25th September 2023 – 2nd December 2023*

COMPULSORY MODULES:	Credits
SO301 Contemporary Social Theory Prof. Mary Corcoran	5
SO303A Special Topic Research Project (including overview lectures by Dr Eoin Flaherty)	5
OPTIONAL MODULES: Select <u>1</u> module from the following group:	
SO321A Technology and Culture Dr Eric Deibel	5
SO209 Sociology of Health Dr. Gosia Stach	5
PO312 Gender and Politics Dr. Pauline Cullen	5
PO313A Inequality and Democracy: Lessons from Latin America Dr. Barry Cannon	5

Semester 2*6th February 2024 – 10th May 2024*

COMPULSORY MODULES	Credits
SO303A Special Topic Research Project	5
OPTIONAL MODULES: Select 2 modules from the following group:	
SO312 Sociology of the Family TBC	5
SO320A Race & Ethnicity in Comparative Perspective Dr. Rebecca King O'Riain	5
SO343 Screening Social Change: capitalism, cinema and television Prof. Colin Coulter	5
SO345 Crime and Society Dr. Brian Conway	5
SO330 Sociology of Education Dr. Delma Byrne	5
SO319 Revolutions Prof. Laurence Cox	5
PO315 Irish Politics and Society Nessa Ni Chasaide	5

You can find the [third-year sociology timetable here](#), including days/times and venue.

5. Module Descriptions

[See our third-year sociology module descriptions here.](#)

6. Special Topic Reading, Discussion and Research Groups

The aim of the special topic thesis is to bring together your learning in the three strands of *Concepts and Theories*, *The Substance of Society* and *Research Methods and Design* in one capstone project – the final year special topics thesis. The seminars and the Special Topics CORE module (ST CORE) are there to assist you in producing a high-quality undergraduate thesis. You will join one Special Topic reading, discussion and research group from a list of specialist topics. The Special Topics Core classes begin in Week One (25-29 September) and the Individual Special Topics groups being in week three (9-13 October).

Meeting once a week for one hour in both terms, each of these seminar ST groups will focus on a specific theme or area and will have a staff supervisor. 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. This is indicated in the descriptions of each of the special topics group themes.

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 is not approved and 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 topic's 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,
40-50 surveys.

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

Each group will meet throughout the year (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 SO303A module Moodle site, on a **first-come, first-served basis**. Details on group meeting times are available on the SO303A Moodle site. Please also ensure that you attend lectures and monitor the departmental website and notice boards for further information;

SO303A Special Topic Sign-up

The **signing-up** arrangements for Special Topics groups in 2023-24 are as follows:

1. **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.
2. Sign-up for workshop times will be done through the SO303A module Moodle site, on a first-come, first-served basis.
3. SO303A group sign-up will **commence** on the SO303A Moodle site on Wednesday **27th of September 2023** at 10am and run until **12 noon on Monday 2nd of October 2023**.
4. Once the sign-up process concludes, you cannot change out of your selected group.

The groups will commence the week beginning **Monday 9th of October 2023**

Please note that at registration you will register for SO303A 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.

A research proposal with a preliminary literature review (Minimum of 10 sources and a maximum of 2,000 words) is due on **Thursday, December 14th, 2023**

- 1) This is worth 25% of total marks.
- 2) The research project, which is due on **Monday April 29th, 2024**: This is worth 65% of the total marks.
- 3) 10% is awarded for attendance and participation in the seminars AND the ST CORE module. The directors in all of the groups will keep a record of attendance and attendance will be taken in the ST CORE module.

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.
- Students are not allowed to carry out research directly with people under 18 years old or any person/s deemed to be vulnerable in any way.
- **You cannot begin data collection until you receive ethical approval from your Special Topics Leader/Supervisor.**

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Using Quantitative Longitudinal Data Analysis to Research Childhood and Young Adulthood in Ireland - Dr Delma Byrne SO303A1 Monday at 11am in TSI043

Experiences in childhood and young adulthood are viewed to be the expression of the social, economic, political and cultural forces that structure societies. A key role of the sociologist is to explain how these processes influence and shape the lives and experiences of children and young adults in Irish society and to understand how inequalities among children and young adults come about or how structural conditions shape children and young people's lives.

In this special topic research group, Irish society will be examined through the lens of childhood and youth, and students will have the freedom to decide which aspect to explore. Key institutions such as the family, the education system, the economy, the health system, the welfare state and their influences will be explored. We will examine how childhood and young adulthood in contemporary Irish society is structured along the lines of sex/gender, social class, poverty, household income, disability/special educational need, ethnicity or recent migrant history and their intersections. This special topic research group will also be of interest to students interested in policy areas such as education, housing and welfare, health and well-being and digital society.

It is important to note that in this special topic research group, over two semesters students will engage in quantitative analyses of an existing large scale, nationally representative, longitudinal study of childhood: The Growing Up in Ireland study. Guided by the craft and logic of social inquiry, we will use sociological theory to frame interesting and innovative research questions and hypotheses about

Irish society and test these through analyses of the Growing Up in Ireland Study data which follows the same children and families over several waves of data collection.

Lived experience of social inequality – Professor Laurence Cox SO303A2
Thursday at 3pm in TSI041

This special topic invites you to use family history, life history or autoethnographic methods to explore your own or your family's experience of inequality (social class, race, ethnicity, gender, sexuality, dis/ability etc.) You will look at one or more dimension of inequality on the basis of interviews with your family members or others or systematic reflection on your own life experience. This can be from the point of view of being disadvantaged, exploited, oppressed, stigmatised etc. or being powerful, privileged etc. – or in contradictory situations. In your dissertation you will analyse this data and relate your (or your family's) experience to more general understandings of the inequality in question (e.g. statistics; studying how corporations, families, states etc. work; theories of structure etc.) This may lead you to critique existing ideas of the inequality or to see your experience differently, or both. The small-group setting will provide a safe space for discussing difficult experiences.

The Sociology of the Body - Dr Paul Ryan & Akangshya Bordoloi SO303A3
Tuesday at 11am in TSI041

In this group we explore the varied social meanings attached to the body in late modern societies. We look at the regulation of the body (e.g., reproductive health; dieting, grooming, gym culture, body shaming) and how the body has become a vehicle to transmit meaning and identity at both an individual and group level (e.g., tattooing, piercing). We also explore those involved both in the care and treatment of the body (e.g., medicalisation, care work, disability, ageing, dying) and its commodification (e.g., sexualisation). We explore these developments through the work of key theorists of the body including Foucault, Goffman, Butler, and Shilling. The special topic group can be investigated through a variety of methods including qualitative and wider content analysis methodologies.

Religion and Society – Dr Brian Conway SO303A4
Monday at 4pm in TSI240

Are we more or less religious now than before? Why do women tend to be more religious than men? Why are strict churches strong? Why are some societies more religious than others? These are some of the core questions taken up by sociologists concerned with the relationship between religion and society. In the first semester students learn about the major theoretical, methodological and empirical debates in the sociology of religion literature. This provides a foundation for the second semester, in which the focus turns to carrying out a research project about a research question derived from the literature examined in the first semester, as well as becoming acquainted with literature about data collection, data analysis and social scientific writing. The module closes out with a learning community celebration, where students present their ongoing research project. This module supports most research methods, except the analysis of online data.

Knowledge in the Digital Age: Approaches to Analysis – Dr Clark Powers SO303A5
Tuesday at 2pm in TSI043

This special topic looks at what it means to 'know' a thing, and how the ways we go about knowing things shape both us and the world. Starting with the not-so-simple question 'what is knowledge?', we consider how various kinds of knowledge characterise us as individuals and as members of communities. We then go looking for the sources of knowledge—in the mind and body, in families and communities, in social institutions and governments, in libraries and online. Wherever we find it, we will consider knowledge in philosophical and practical terms, and from the personal level of "I think, therefore I am" to the global level of the Internet. We will see how knowledge is a driving force of language, organisations, and politics, and how specific ideas about knowledge—such as in the ongoing furor over 'artificial intelligence'—influence technology, business, and government. Our goal is to think about knowledge in ways that help us to understand society better. In Semester 1 we survey a range of 'analytical frameworks', that is, orderly approaches for thinking about knowledge and society, and thus for making sense of empirical data. In Semester 2 we consider which data-collection methods best suit which analytical frameworks, and practice how to apply these frameworks for data analysis. The frameworks and methods discussed can be used for both qualitative and quantitative approaches to research.

**Technologies of Communication: From the Pyramids to ChatGPT – Dr Clark Powers SO303A6
Tuesday at 3pm in TSI043**

This special topic looks at how society is shaped by the ways we communicate. Technologies and societies are deeply linked—change in one makes change in the other—so thinking about how we communicate can help us to understand ourselves better. We begin by looking at language as one of the oldest and most powerful technologies of communication, and thus of coordination and action. From there, we survey the 'media' that have enabled us to think and live in new ways—not just TV and radio, but also stone, paper, electricity, all the way to digital data. In a sense, it is only through these media that we can know the world beyond our own direct experience. From a labourer's mark scratched on a block of the Pyramids, to traces of 'artificial intelligence' in the global Internet, we understand our world by how we talk. In Semester 1 we survey how technologies of communication shape 'social realities' and vice versa. A historical view of societies and their communications evolving side by side offers a firm foundation for making better sense of today's world of constant interconnection. In Semester 2 we look at how technologies of communication are the cornerstone of learning and study, and specifically how research itself is such a technology. We will focus on empirical methods that rely on techniques of 'compressing' or 'coding' human communication—for example, content analysis and surveying—and which can be used for both qualitative and quantitative research.

**Heat Waves: Exploring the discourse on climate change - Dr Anne Fitzgerald SO303A7
Friday at 1pm in TSI035**

Climate change has become a major political issue on all continents as warming temperatures, frequent extreme weather events and melting of ice caps bring the predictions of climate science closer to home. Citizens have formed social movements to lobby their governments to stop activities which contribute to global warming. Youth movements such as Fridays for Future strikes have turned the focus onto the official response to climate change and have galvanised support for recognition of the urgent need for action. At the same time, a growing backlash towards 'green policies' has been developing as corporations involved in fossil fuel industries kick against calls for their demise and farmers protest against the drastic changes expected from their sector. In this special topic we will explore the official discourse on climate change at international and national level and the unofficial one from those who

deny climate change exists. A sociological perspective can throw light on the factors affecting society's diverging response to the climate change, the framing of the narrative and the intersection of power and privilege, gender, race and class.

**Outsourcing Care - Dr Anne Fitzgerald SO303A8
Thursday 3pm in TSI043**

Economic development and the processes of globalisation have created new forms of informal work for 'mainly' but not exclusively female workers in the 'care industry'. As the rate of women working rises in higher income countries, services which were usually provided for free by females in the family are now provided through paid employment. The demand for care workers has rapidly increased and migrant women are a captive market for positions as nannies, child minders, cleaners and care staff in elderly care facilities. At the same time working women generally perform the majority of domestic tasks in the home, despite the changes in gender roles in the last decades. The first semester will introduce the major debates and theoretical positions on gender and care, including questions such as why has care work remained so stubbornly gendered? How does race and ethnicity intersect with gender in the delivery of care? What effect has the precarity of their situation on the givers of care in private domestic and congregated settings? The first semester will also cover methodologies used to collect and analyse data. The second semester will focus on the research process, choosing a research question and methodology and completing the thesis.

**Haunting, Horror, and Alternative Subcultures – Dr Eoin Flaherty SO303A9
Tuesday 10am in JHT6**

Why do so many continue to believe in ghosts and hauntings in an age of scientific reason? Why are we so fascinated with horror movies, TV shows, and violent videogames? Why do many claim to find comfort and community in a genre of music that was once believed to carry subliminal satanic messages? Why have supposedly 'deviant' acts such as tattooing become more publicly acceptable? This group deals with a range of topics historically considered as examples of 'deviant' subcultures, a concept with a contentious history, and questionable modern relevance. We will examine these topics from a subcultural/deviance perspective, questioning their origin, context, and role in today's society. We will pay specific attention to the ways in which beliefs and practices are organised, sustained, and networked, and the social contexts in which they emerge and exist. You will work on a project on one of these topics collecting data either alone, or by collaborating with others in the group. Some questions you might explore include: what is a subculture, how does it emerge, who participates, and why? What is the relation between deviant and mainstream beliefs or practices? How does society react to different subcultural beliefs or practices? How has global media and social networking influenced the development of subcultures? Ultimately, we will question whether the mainstreaming of many of these practices means that their labelling as 'deviant' or 'subcultural' is no longer valid.

7. Assessment

See [Results Information](#) for further information on grading.

Details of assessment will be provided through modules with an overview on the website in

due course.

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 and citation 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.

8. Key Dates for Students 2023-24

Mon Sept 25	Lectures commence
Wed Sept 27	SO303A group sign-up commences
Mon October 2	SO303A group sign-up ends at noon
Week beginning Mon 9 October	Special Topic groups start meeting
Mon Oct 30 – Fri 3 Nov	Study week
Thurs 21 December	Special Topic Assignment due
Fri 22 December	Conclusion of first semester classes

Mon Feb 6, 2024	Semester 2 Lectures commence
Mon March 25 - Thurs 28 March 2024	Study week
Mon April 1 – Friday April 5	Easter Vacation

Mon April 29th

Special Topic Research Project due

Fri May 10

Conclusion of second semester classes

9. 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. Paul Ryan at paul.ryan@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 various hours during each week of term. It is difficult to hold regular in person office hours during these times but staff will post contact times on the module Moodle sites. Alternatively, you may make an appointment by email or by contacting the department administration team - Sociology Department, Room 2.11, 2nd Floor, The Technology, Society and Innovation Building (TSI), North Campus Tel: 01 708-3659.

In addition to consulting with individual lecturers or the third-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 third year (Dr Paul Ryan)
2. Talk to your third-year student representative once he or she is elected.

For more information on contacting staff in the department and university, please go to: [Undergraduate Learning & Information Hub | Maynooth University](#) and click on the *Who Should I Contact?* tab

10. Communications

It is assumed that you will attend your module. It is also assumed that you will check the relevant departmental webpages once every two or 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.

All Lecturer and Department announcements go to your Maynooth University email

account only. 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 enable your Moodle account to receive messages from the sociology department and check your 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.

11. 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 Information and Learning Hub page of the Department's website](#) or by searching the Maynooth website.

12. Deadlines, Late Work and Penalties

We understand that students will face multiple challenges this year and we will do whatever we can to facilitate your completion of all your work and your programme as a whole. However, our approach is to work to the programme deadlines, more or less as usual, and then provide accommodations and supports as needed. Otherwise, it will become very difficult to manage all the competing demands on your studies. We encourage you to manage your schedule of assessment, as well as of teaching and learning, very carefully. We will provide resources at the [Undergraduate Learning and Information Hub](#) to help you do this.

[Our policy on extensions for all undergraduate modules \(including for special topics\) can be found here.](#)

13. Requirements for Autumn Supplemental Examination

Details of Autumn resit assessment will be provided during the year, depending on the changing circumstances. However, the basic principles will remain that assessment completed during the year can be carried forward towards the resits. All continuous assessments to be submitted on Moodle by 31st July 2024.as part of the repeat process.

14. Plagiarism and academic integrity

The use of generative Artificial Intelligence (e.g. ChatGPT etc.) is strictly forbidden on all assignments, assessments, and academic work that you do within the department unless otherwise specified by your professor. To take credit for another person or machine-generated words, writing and thoughts, and to present that as your own work, is plagiarism and will be subject to the policies of the university on plagiarism. The department reserves the right to ask students for an in-person meeting to account further for the assessment. Use of Artificial Intelligence in one module **does not give permission for its use in any other assessment or modules.**"

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 – we know how to use Google too. 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 – including receiving a 0 (zero). 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.

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:

[Maynooth University Policy on Plagiarism and Academic Integrity 28 Sept 23.docx \(live.com\)](#)

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. Any thesis found to be plagiarized in part or whole will be given a mark of zero (0).

15. Guidelines for citation

The Department has prepared specific guidelines for citation, please see here:

[Harvard Referencing Guide for MU Soc Pol Dept 1 September 2022.pdf \(maynoothuniversity.ie\)](#)

You may also find the library helpful in finding, using and citing sociological resources. They also have printers, laptops and other helpful resources on avoiding plagiarism.

USEFUL LINKS:

Library homepage: <https://www.maynoothuniversity.ie/library>

Sociology library guide: <http://nuim.libguides.com/sociology>

LIST online: <http://nuim.libguides.com/list-online>

Undergraduate library contact: Áine Carey, aine.carey@mu.ie & Niall O'Brien, niall.obrien@mu.ie

16. Venues and Locations, Maynooth University

A comprehensive list of all classroom locations and venues, including timetable codes, can be found at:

<https://www.maynoothuniversity.ie/campus-services/theatres-classhalls-av-equipment>

17. 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 third 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.

Commented [MM2]: is this right

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:

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