MAYNOOTH UNIVERSITY

Department of Sociology

Third Year Handbook
Ba Politics
Academic Year 2019-20

The Third year Co-ordinator for 2019-2020 is:
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Table of contents

1. About the Department of Sociology
2. Overview of the undergraduate politics programme
3. Third year lecture timetable
4. Module descriptions
5. Special Topic Groups – note PO designation for politics students
6. Assessment
7. Key Dates
8. Consultation
9. Communications
10. Penalties for late work
11. Requirements for Autumn supplemental examinations
12. Preparing and submitting an essay
13. Essay assessment
14. Plagiarism
15. Guidelines for citation
1. **About the Department of Sociology, Maynooth University**

We are delighted to welcome you back to the campus of Maynooth University to resume your studies in Politics.

This handbook is intended to provide you with the information you need about our programme for the year and our policies: you should read it carefully at the outset and keep it for ongoing reference during the year. You will find additional information about the Sociology Department on our website. [http://www.maynoothuniversity/sociology](http://www.maynoothuniversity/sociology).

Further inquiries can be made to the department office - Room 1.5 in Auxilia, Department of Sociology, Maynooth University, Tel: 353+1+7083659;

email: sociology.department@mu.ie http://www.maynoothuniversity.ie/sociology, Twitter: @MU_sociology @johnobrennan2

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In the next section of this handbook we present our overall vision of how our degree programme is developing our students' base of knowledge and skills over its three-year course. Apart from this standard programme organised for each undergraduate year, you may be interested in other initiatives that are run by or in conjunction with the Department of Sociology. These will be advertised on the department’s notice boards and are on the Departmental website and twitter. [http://www.maynoothuniversity.ie/sociology](http://www.maynoothuniversity.ie/sociology)

Twitter: MU_sociology johnobrennan2

Third Year is, of course, your final undergraduate year. In addition to catering for over eight hundred students across our undergraduate programme, a further fifty students are engaged in postgraduate studies in the Department. We offer taught M.A. programmes as well as supervision for M.Litt and Ph.D degrees.

If you are interested in considering studying Sociology or Politics at the postgraduate level, you may find useful the listing of the specialist areas of interest of the members of the Department below. We are particularly interested in using the Special Topics regime to develop your ideas about and interest in potential areas of research in politics at postgraduate level.
Staff Research Interests

**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.

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

**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 Ríain:** 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 such as popular music (K-pop) and television programming.

**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. 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. Ireland’s experience of European integration, relationship with the European Union and the Lisbon Treaty debate in Ireland.

**Professor Seán Ó Ríain:** 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 Politics Degree at Maynooth University

The BA in Politics

This degree allows students to explore the different ways that politics shapes our lives, the various forms that politics takes, and how politics is organised differently around the world. The key distinguishing feature of Politics at Maynooth is that we expand the study of politics beyond the conventional focus on formal political institutions to include political sociology and a distinctive focus on active citizenship. Adding these extra pillars to the politics degree means that the BA Politics at Maynooth includes, but goes beyond, the traditional study of parties and elections to include a much broader variety of aspects of politics (including public opinion, community activism, the media, NGOs, new social movements, trade unions etc.). The three interwoven strands of the course are outlined below.

Political institutions
The study of politics begins with the effort to understand political institutions – the formal mechanisms and instruments employed at local, regional, national and international level, to give expression to the political character of collective (human) groupings. Political institutions are formed by and embedded in specific cultural and historical practices. They reflect both traditional or local sensibilities and important external influences on political ideas and societal organization.

The core courses which you will take will focus on the most important political institutions to be found at local, regional, national and international level, the actors who are most active within them, and the activities which these institutions engage in. These institutions range from local bodies such as Kildare County Council to national institutions such as the Dáil and Oireachtas Committees, to regional groupings such as the European Union, and international organizations such as the United Nations, the IMF and NATO.

The study of political institutions is vital to gaining an understanding of how individuals are represented within different types of political systems. It also reveals much about where power is concentrated in given political settings, and how specific political actors and social agents interact to produce policy outcomes. We hope that the study of a diverse range of political institutions, from the local to the global, will provide students with a sophisticated understanding of how politics is constituted in the formal sense in different parts of the world.

Political sociology
Political sociology is the study of political inequalities and the connection between political and other forms of inequalities across class, gender and ethnicity. Political sociology is therefore interested in power, who has it and how it is used. It includes a broad range of approaches which study the relationship between politics and society. It studies how underlying social contexts of class, gender and ethnicity impacts on political actors, pressure groups and social movements and how, in turn, politics shapes social structures.

It examines the central issue of how power is distributed between the state and society, how it is institutionalised and how it is exercised. It examines competing definitions of power including
traditional theories of elite power, pluralist power and corporatist power as well as theories of informal power including citizenship, participative democracy, social capital and social movements. In exploring the interdependent relationship between the state and society it examines various arguments for the state to have a more minor or more central role in modern societies. The modern evolution of the state and society has been made more complex by globalization and the course examines how globalization might impact on state - society relationships, whether it might, for example, diminish the power of the state, whether it gives rise to new forms of power in the shape of new social movements and how it might impact on citizens capacity to be active shapers of their own environment.

Politics and active citizenship: a study, a practice and a career
This course is aimed towards those interested in the process of politics and active citizenship - creative involvement in political life whether at a community, national or global level. We have a quota for mature students and many students will already be active in this way.

Students are likely to go on to find work in areas such as NGOs, political research, activism, diplomacy and international affairs, journalism, development work, community work, public policy, human rights, or other forms of active involvement. Others again may enter electoral and party politics or the institutions of the European Union. Indeed quite a number of our BA Politics graduates from recent years are now working for individual TDs/MEPs or political parties in Dublin and/or Brussels.

The second-year “Active citizenship and participation” core module includes a placement element geared towards active engagement in some area of everyday political life. Your dissertation will also often involve you in a degree of practical work, and may well grow out of your placement. Finally, it is planned to organise an extended field trip or summer school in a European city as an elective module which would substitute for one of your final-year electives (including prior preparation and a subsequent essay). These elements are an invaluable way of gaining practical experience and developing your own direction for political involvement as well as possible future careers.

For students with prior experience, they offer the chance to reflect in a more systematic way on their own everyday practice, and to bring research and theoretical skills to bear on the area. A degree in politics will also provide the knowledge, theories and research skills that will serve students well in any career. The degree equips the graduate with various skills, including the abilities to understand topical issues, to investigate public life through systematic research, to analyse and present information, and to apply these skills to a wide variety of societies around the world.

The course gives you a good overall grounding in key areas of political understanding: active citizenship, formal politics, political theory, political sociology and research methods. You can develop each of these to a greater or lesser extent although you will engage seriously with each pillar of the degree. Each year develops each of these strands within the overall theme of the year.
Third Year - Doing Contemporary Politics

Goal for the Year:

To continue developing your political imagination and skills and to put those skills into practice through designing and operationalising an original political science research project.

Research Methods and Design:

Research courses are available where you can develop your research skills. All students carry out a research project, based on their own collection of original data/material and using their own original analysis. This research project is developed through a small group structure (Special Topics Group) where participating students study similar political issues or phenomena together.

Attendance at Lectures

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

Third Year Politics Timetable 2019-2020

Consult the online course finder for the most up to date times and locations

Semester 1
23rd September 2019 – 20th December 2019

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<tr>
<th>COMPULSORY MODULES:</th>
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<tr>
<td>Dr. Laurence Cox</td>
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<tr>
<td>PO311 Politics of Ethnic Conflict</td>
<td>5</td>
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<tr>
<td>Prof. John O’Brennan</td>
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<tr>
<td>PO312 Gender and Politics</td>
<td>5</td>
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<td>Dr. Pauline Cullen</td>
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<td>GY337 Geo Politics: Power and Space</td>
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<td>Prof. Gerry Kearns</td>
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### Semester 2

**3rd February 2020 – 8th May 2020**

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<td>PO315 Irish Politics and Society</td>
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<td>Dr. Mary Murphy</td>
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<tr>
<td>Prof. John O’Brennan</td>
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<td>SO311 Development</td>
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<td>Dr. Patrick Gallagher</td>
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<td>SO340 Civil Society</td>
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<td>Dr. Pauline Cullen</td>
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<td>GY347 Electoral Geography</td>
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<td>Dr. Adrian Kavanagh</td>
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Module Descriptions

PO303A 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. There is also a required Special Topics CORE module that runs alongside the PO303A groups.

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.

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.

SO340 Civil Society: Civil society represents a social and political space outside the state whose meaning and practices are strongly contested. This module will familiarize students with the debates on civil society in social and political theory; provide a framework to understand the relation between civil society, contemporary social movement politics and the state; and examine the role of social movements and civil society in historical and contemporary processes of social and political change. The approach taken will emphasize processes and projects (e.g. democratisation, globalisation, neoliberalism, austerity, populism etc.), sectors (e.g. workers’ rights, gender, sexual identity, anti-racism, indigenous rights and climate change,) and contexts (e.g. local, national and global/transnational).
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.

PO314 Policies and Policy-Making in the European Union: This module introduces students to the main policy areas and contentious issues which shape and define the politics of European Integration in the contemporary era. The European Union is a unique actor in international politics and constitutes the key reference point for public policy in its member states. The modules introduces and analyses the significance of key EU policy areas such as agriculture, competition and environment policy and how such policies are formulated and implemented. It also evaluates EU Enlargement and Neighbourhood policies and the priorities attached to the Lisbon Agenda and Horizon 2020. It examines the EU budgetary process and how it shapes regional and national politics. It assesses the development of European Monetary Union (EMU) and the challenges faced by the EU in the face of continuing turmoil within the Eurozone and the threats to its very survival. Students also engage with the key modalities of the policy-making process within the EU, how this system has evolved over time, and, in particular at changes which have been wrought by management of successive crises within the Euro-zone. This module will complement and logically follow on (sequentially) from our existing module on EU institutions (The Politics of the European Union, PO305) and provide students with a more nuanced and balanced sense of how the EU functions as a political system.

PO315 Irish Politics and Society: This module focuses on the issues facing contemporary Ireland and seek to enable students apply their basic theoretical knowledge to key political questions and policy problems the world of Irish politics and society experiences today. By using fundamental conceptual and analytical tools used in the discipline to consider such questions the module seeks to enable students to critically analyse the major political questions in Irish society and beyond. Particular attention is paid to how political and social discourse is framed and who frames and sets agendas in Ireland.
GY337 Geo Politics: Power and Space: This course will examine the relations between power and space at a variety of scales. It will have three main areas. First, the Political Geography of Ireland and its place in colonial and postcolonial worlds. Second, the geopolitics of race in the United States. And, finally, the global geopolitics of the Cold War and the New World Order that has replaced it. The central concepts of the course will be scale, race, colonialism, postcolonialism, power, exclusion, and imperialism.

GY347 Electoral Geography: This module introduces students to the key themes and debates in electoral geography and the recent literature in this field. It will offer a cogent argument as to why geography and geographical concepts (such as space and place) matter when it comes to explaining political behaviour and in particular electoral behaviour. This module will draw on examples from the Irish and the international context. Key themes to be covered during this module include:

- Electoral systems and how these are expressed in terms of geographical patterns of support both for "major" political parties and for "minor" parties and the levels of proportionality/disproportionality associated with different political systems;

- How political parties "use geography" to organise themselves and to maximise their representation levels based on current/expected levels of support;

- The shaping of electoral boundaries and how these may impact on the ability of political parties to translate given support levels into parliamentary seat numbers/representation levels, with specific reference to current/past examples of gerrymandering;

- The geographical dimensions of "under representation" in political systems with specific reference to different demographic and social groups (e.g. females, younger voters, working class voters, ethnic minorities) - what are the causes and the implications of this, and what measures can be undertaken to increase the representation of these groups.
PO303A 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.

Seminars begin in week 3 of semester one.

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 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,
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 PO303A module Moodle site, on a first-come, first-served basis. Details on group meeting times are available on the PO303A Moodle site. Please also ensure that you attend lectures and monitor the departmental website and notice boards for further information;

1) PO303A group sign-up will commence on the PO303A Moodle site on THURSDAY 26th September at 10am and run until 12 noon on TUESDAY 1st of October 2019;
2) All registered PO303A 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 7th October 2019.

Please note that at registration you will register for PO303A Special Topic Research Project no matter what specific group you are in. This is the only Third Year politics module that is not completed within a single semester and your Special Topic mark has three components.

1) A research proposal with a preliminary literature review (Minimum of 10 sources and a maximum of 2,000 words) is due on Thursday, 19th December 2019. This is worth 25% of total marks.
2) The research project, which is due on Thursday 23rd April 2020. 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 record attendance 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.
Special Topic Groups and Times 2019/2020

The Multiple Crises of the Neoliberal Era: Origins, Pathways and Alternatives

Dr. John Brown (Thursdays 4-5p.m.) Auxilia Seminar Room

Society appears to be facing a conflux of “crises” in the contemporary era. Newspapers report of a deepening crisis of democracy, of debt crises, housing crises, and a migration crisis. Societies are becoming increasingly polarised and there has been a rise in support for authoritarian populists. Yet what is often lacking from analyses is an exploration of how the global turn to neoliberalism - based on a market logic that calls for economic liberalisation, reducing the role of the state, the commodification of citizenship, and increasing financialisation - has fostered and/or worsened many of the “crises” facing us today. As such, students will be encouraged to engage in case study research and to adopt a historical sociological approach to trace the emergence, development and impact of the neoliberal turn. Who supports the neoliberal agenda, why, and by what measures do they pursue their goals? Has the neoliberal turn sparked resistance movements? And if so, what do they look like and have they in turn been shaped by neoliberalism? To examine a given case, students will be encouraged to develop a theoretical framework that accounts for how the shifting balance of power between local, national and international actors and institutions has influenced the emergence of, and responses to, some of the key challenges facing society today. Students may examine the Irish context and complete fieldwork and desk-based research using qualitative methods while international case studies based on desk research and document analysis are also welcome.

Social Movements - Dr. Laurence Cox (Tuesdays 2-3p.m.) Auxilia Seminar Room

Social movements are a central part of contemporary society, in Ireland and globally. Climate justice struggles, strikes, housing conflicts, resistance to fascism, pro-choice organising, Black Lives Matter, marriage equality activism, the water charges movement, Rossport, international solidarity and many more show us ordinary people seeking to assert power from below in the face of corporate wealth, state power and cultural hierarchies. Social movements have been defined as networks of formal organisations, informal groups and individuals engaged in political or cultural conflict around the shape of society. In this special topic group you will work on one such movement, looking at questions like who gets involved – and who doesn’t; how activism connects to the needs and everyday lives of its participants; processes of movement formation and development; the strategies that movements pursue in alliance and conflict with other social actors; movement cultures and discourses.

Womens’ Interests, Activism and Agency - Dr. Pauline Cullen (Tuesdays 10-11a.m.) Auxilia Seminar Room

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.

Re-Making the World in Everyday Life: Experience, Inventiveness and Resistance Dr. Philip Finn (Tuesdays 11-12) Auxilia Seminar Room

We are often told that the world is made by big events; the everyday world is bracketed and washed away. Individuals emerge as more or less passive recipients of norms and values, developing characteristics derived from group memberships (Courpasson 2017). This special topic begins from the premise that there is something valuable in exploring the mundane world of the everyday. It draws attention to the inventiveness of everyday life (de Certeau 1984); how individuals experience, navigate and resist dominant power as they chart their own trajectories through its contours. Previous students have explored how the monotony of employment is often punctured by workplace games between colleagues; time-theft through extended breaks and the pilfering of goods. Similarly, welfare claimants circumvent regulations through feigned compliance, concealment of information and/or undeclared working to supplement incomes. Other theses explored practices of self-formation in relation to dominant ideas about masculinity; class; queer identity; and music. A focus on the everyday is a focus on the agency of individuals to act even within tightly confined economic, social, cultural and political constraints. Students can explore how power is experienced at an everyday level across social identities and categories (e.g. race, class, gender, sexuality, disability). What are the ‘weapons of the weak’ (Scott 1985) which emerge in response? Is everyday resistance condemned to ‘decaf resistance’ (Contu 2008); safe, individualised, apolitical and ultimately meaningless, or do they provide hidden critiques of an unequal system? This topic is best suited to qualitative fieldwork research methods (e.g. interviews, participant observation etc.) and/or content analysis (e.g. texts, tv/film, images etc.)

Housing and Urban Life - Dr. Valesca Lima (Thursdays 2-3p.m.) Auxilia Seminar Room

This course provides an interdisciplinary introduction to the study of housing and urban life. It will look at the roots and drivers of the contemporary housing crisis in Europe and beyond under the “Right to Housing” framework, with a view to understanding the process of urbanisation and the consequences of living in cities. Affordability, segregation and discrimination, homelessness, eviction, homeownership and mortgages, and gentrification/redevelopment will be the main issues around which this course is structured. Students will engage these topics through assigned readings and discussing these topics and sources in class.
The sociological imagination that connects personal troubles to public issues is the idea advanced in this special topic group. Troubles are a private matter, while issues involve the institutions of society and their failings. Often to hide failings or crisis, governments present public issues such as unemployment, poverty, or inequality as individual private troubles rather than as the outcomes of structural or political arrangements. Each student will be invited to select a particular public issue or policy concern that particularly interests them as a case study for their thesis. Classes will introduce students to institutionalism as a theoretical lens with which to simplify the complex interaction of actors, ideas, and institutions in influencing various stages of the policy cycle. This will allow students to construct their own framework within which to think about and research their chosen policy area.

They will be guided to assess:

- the government’s formulation and presentation of the issues and solutions,
- the context for decision-making,
- who the influential actors are,
- how perceptions are shaped,
- the power of ideas, and
- how policy outcomes are experienced.

The government’s presentation and framing of public issues will be unpacked to understand why some public issues are suppressed from emerging as policy problems. Threaded throughout classes will be discussions on politics and public policy, as well as practical group and individual advice on the task of researching and writing a thesis.
### 6. Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Forms of Assessment</th>
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<tbody>
<tr>
<td>PO303A Special Topic Research Project</td>
<td>(a) research project submitted towards end of second semester 65%</td>
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<tr>
<td></td>
<td>(b) written assignment at end of first semester 25%</td>
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<tr>
<td></td>
<td>(c) Seminar and CORE module attendance and participation 10%</td>
</tr>
<tr>
<td>SO311 Sociology of Development</td>
<td>1 x 2 hour formal written examination at the end of the semester</td>
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<tr>
<td>SO319 Revolutions</td>
<td>(a) 1 x 1 hour formal written examination at the end of the semester</td>
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<td></td>
<td>(b) 50% Continuous Assessment</td>
</tr>
<tr>
<td>SO340 Civil Society</td>
<td>(a) 1 x 1 hour formal written examination at the end of the semester</td>
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<td></td>
<td>(b) 50% Continuous Assessment</td>
</tr>
<tr>
<td>PO311 Politics of Ethnic Conflict</td>
<td>(a) 1 x 1 hour formal written examination at the end of the semester</td>
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<td></td>
<td>(b) 50% Continuous Assessment</td>
</tr>
<tr>
<td>PO312 Gender and Politics</td>
<td>(a) 1 x 2 hour formal written examination at the end of the semester</td>
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<tr>
<td>PO314 Polices and Policy Making in the European Union</td>
<td>100% Continuous Assessment</td>
</tr>
<tr>
<td>PO315 Irish Politics and Society</td>
<td>60% Continuous Assessment</td>
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<td></td>
<td>40% Written Examination (1 hour exam)</td>
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<tr>
<td>GY337 Geo Politics</td>
<td>(a) 1 x 1 hour formal written examination at the end of the semester</td>
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<td></td>
<td>(b) 50% Continuous Assessment</td>
</tr>
<tr>
<td>GY347 Electoral Geography</td>
<td>(a) 1 x 1 hour formal written examination at the end of the semester</td>
</tr>
<tr>
<td></td>
<td>(b) 50% Continuous Assessment</td>
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</tbody>
</table>
7. Key Dates

Mon Sept 23  
Lectures commence

Thurs Sept 26  
PO303A group sign-up commence on the PO303A Moodle site on THURSDAY 26 September at 10am and run until 12 noon on TUESDAY 1 October

Mon Oct 7  
Special Topic groups start meeting

Mon Oct 28 – Fri 1 Nov  
Study week

Thurs Dec 19  
Special Topic Assignment due

Fri Dec 20  
Conclusion of first semester classes

Jan 2020  
First semester examinations begin

******************************

Mon Feb 3, 2020  
Semester 2 Lectures commence

Mon March 16 – Fri March 20  
Study week

Mon April 13 – Friday April 17  
Easter Vacation

Thurs April 23  
Special Topic Research Project due

Fri May 8  
Conclusion of second semester classes

May 2020  
Second semester examinations commence

July 31st 2020  
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.

Third year Co-ordinator 2019-2020: Dr. Mary Murphy, Room 2.4 Auxilia, Email: mary.p.murphy@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. Each staff member has consultation hours posted on his or her office door. Please try to attend at those hours. Alternatively, you may make an appointment by telephone, email, or by contacting Áine Edmonds or Trish Connerty, Sociology Department Executive Assistants, Room 1.5, The Auxilia Building, Tel: 7083659. Email: sociology@mu.ie

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 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 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. 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 NUIM email account every two to three days (even if you primarily use another email account) and that you check module moodle sites regularly.

10. Penalties for Late Work

Where applicable, the following penalties apply. If coursework is submitted late, 10 marks will be deducted. No coursework will be accepted 14 calendar days after the deadline. These penalties will apply except upon presentation of a medical certificate covering the relevant period or in other extremely extenuating circumstances, which must be communicated to, and accepted by, the lecturer/tutor prior to, or immediately after, the relevant deadline.
11. Requirements for Autumn Supplemental Examination

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

If they have already submitted C.A. the mark attained for that work will be carried forward toward the REPEAT. The student MUST ALSO RE-SIT THE FORMAL EXAM IN AUGUST 2020.

If they have not already submitted C.A. they must submit by July 31, 2020. The student MUST ALSO RE-SIT THE FORMAL EXAM IN AUGUST 2020.

12. Preparing and submitting an essay

1) Essays should usually be a maximum of 3,000 words in length (there may be individual exceptions for some modules) 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.

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.
13. Essay assessment

The main criteria in assessing an essay are:

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

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

14. Plagiarism

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

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

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

Maynooth University considers plagiarism to be a serious academic misconduct, deserving of academic penalties. This document sets out the procedures for dealing with cases of plagiarism or suspected plagiarism in taught programmes of the University. Please note that when you submit work to the Department you sign a statement that your work is original and does not constitute plagiarism under the Maynooth University Policy on Plagiarism.
The Department of Sociology operates an “early warning” system. If a student is suspected of plagiarism or incorrect use of citation, 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.

15. Guidelines for citation

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

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

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

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

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

OR

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

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

As stated by Wright and Jacobs (1994):

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

Reference List Formats: Some Examples

• Books


• Editions of Books


• Articles From Collected Works


• Articles From Journals


• Articles From Newspapers and Magazines


• Electronic Sources
On-line journal article


Newspaper article


An Action Alert Posted on a Web Page


ENJOY YOUR YEAR!
September 2019