

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

Department of Sociology

Third Year Handbook

Academic Year 2016-2017

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1. About the Maynooth University Department of Sociology

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

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

<https://www.maynoothuniversity.ie/sociology>

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

The Third year Co-ordinator for 2016-2017 is:

Dr. Peter Murray

Room 1.2, Auxilia (on the same floor as the department office)

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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. You may also access information on forthcoming events on the Departmental website.

<https://www.maynoothuniversity.ie/sociology>

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: Societies in Transition and Internet and Society, as well as supervision for M.Litt and Ph.D degrees.

If you are interested in considering studying Sociology at the postgraduate level, you may find useful the listing of 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, professional media cultures, and urban transformation and change. Professor Corcoran is currently engaged in European research on public private partnership in urban regeneration, and a study of social and civic life in the Irish suburbs.

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. Jane Gray

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

Dr. Aphra Kerr

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

Dr. Rebecca King Ó Riain

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

Dr. Mary Murphy

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

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 2016-2017

Semester 1

19th September 2016 - 16th December 2016

COMPULSORY MODULES:	Credits	Day / Time	Venue
SO301 Contemporary Social Theory Dr. Colin Coulter	5	Tues 4pm Thurs 2pm	TH2 IONTH
SO303 Special Topic Research Project	2.5	See SO303 Moodle page for sign-up Information	
You must choose <u>1</u> compulsory module from the following 3 modules:			
SO204A Survey Research Methods Dr. Brian Conway From 7th Nov until the end of term venue changes to:	2.5	Mon 1pm Mon 1pm	Hall H CBCL1
SO205A Fieldwork Methods Dr. Mary Benson	2.5	Tues 9am	JH7
PO309 Files and Documents Dr. Peter Murray	2.5	Mon 12pm	CBCL1
OPTIONAL MODULES: Select <u>1</u> module from the following group:			
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	CB9 ELT
SO324 Threats, Risks, Conflicts & Human Sec Prof. Honor Fagan	5	Tues 3pm Wed 10am	APT PH
SO338 Sex, Law and Society Dr. Paul Ryan	5	Mon 9am Mon 5pm	JH4 CB6
PO301 International Public Policy Dr. Mary Murphy	5	Wed 2pm Thurs 11am	Hall D IONSEM
PO311 Politics of Ethnic Conflict Dr. John O'Brennan	5	Tues 11am Thurs 10am	CB4 CB4

Semester 2
 30th January 2017 - 5th May 2017

COMPULSORY MODULES	Credits	Day / Time	Venue
SO303 Special Topic Research Project	5	See SO303 Moodle page for sign-up Information	
OPTIONAL MODULES: Select <u>2</u> modules from the following group:			
SO210 Social Worlds of Children Dr. Rebecca King O'Riain	5	Tues 1pm Thurs 2pm	JH2 JH4
SO311 Sociology of Development Dr. Colin Coulter	5	Mon 10am Mon 2pm	CB3 CB3
SO314 Industry and Work Dr. Peter Murray	5	Mon 2pm Mon 5pm	CB6 JH7
SO319 Revolutions Dr. Laurence Cox	5	Tues 4pm Tues 5pm	CB6 CB3
SO321A Technology and Culture Dr. Aphra Kerr	5	Wed 2pm Thurs 11am	PH CB1
SO345 Crime and Society Dr. Brian Conway	5	Wed 2pm Thurs 11am	Hall B RH5
PO312 Gender & Politics Dr. Pauline Cullen	5	Mon 12pm Mon 1pm	Hall H Hall H

For a full list of Venues and Locations see Section 16 below

4. Course 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.

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

Bureaucracy is the modus operandi of the modern political state and is widely adopted by non-state organisations, especially by large private businesses. Bureaucracies function on a day-to-day basis by generating new or consulting previously written documents ("the files"). This course explores the possibilities, pitfalls and practicalities of carrying out theoretically informed research using documents created within bureaucratic and other contexts.

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.

SO319 Revolutions

Theories and explanations of the forms, causes and consequences of social and political revolutions will be introduced.

SO321A Technology and Culture

The analysis of the changing relationship between technology and culture, including perspectives on the cultural shaping of technology, how new technologies are shaping popular culture, the uses of technology in everyday life and the relationship between technological, human and social characteristics and identities.

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

You will join one of thirteen Special Topic reading, discussion and research groups. 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 years 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 **WEDNESDAY 21st September at 10am and run until 12pm on TUESDAY 27th September 2016;**
- 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 3rd October 2016.**

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, as set out in the Assessment section (6) below, your Special Topic mark has three different components. First, a written assignment related to the work done in the first semester is due on Thursday, 15th December 2016. Thirty percent (30%) of total marks are allocated to this assignment. Second, the research project, the deadline for which is Thursday 27th April 2017, carries 60% of the total marks. The remaining 10% are awarded for group meeting attendance and participation. For this reason 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.

The Special topic groups for Third Year 2016-2017 are listed (alphabetically, by staff member responsible) below:

Place Exploration - Dr. Mary Benson (Wednesday at 10am Auxilia Seminar Room)

This special topic group is an exploration of place/space; place identity and identification. Places should not be considered as a setting or backdrop but rather as an agentic player in the game - a force with detectable and independent effects on social life (Werlen, 1993). The identity of a specific place cannot be solely understood by geographical or architectural facts. Places

exist physically but also in peoples lived experiences and in hidden meanings and layers. Place exploration can be carried out on specific landscapes, buildings and hidden areas within a landscape. Students can explore functioning sites; derelict sites or unseen parts of the built environment. The aim of this special topic reading, discussion and research group is to help you identify specific places that you can research and which also fit in with your own areas of interest. 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 and also with a view to understanding the complex interplay of identity and place. Students will use both visual representations and interviewing as methods of data collection and are encouraged to take SO205A Fieldwork Methods alongside this special topic group.

Researching Politics: Issues, Questions, Methods - Dr. Barry Cannon (Monday at 3pm Auxilia Seminar Room)

For much of the latter half of the 20th century, politics seemed to have a future. Political parties were genuine mass movements with solid social bases and firm ideological identities. Popular participation in elections was high with social and material conditions steadily improving for increasing numbers of people. These certainties seemed to dissolve, however, in the aftermath of the Cold War. Politics, rather, has become a byword, in the popular imagination, for deceit and mistrust and participation in political parties and in elections has decreased dramatically from their post-War highs, a process which seems to have accelerated since the Great Financial Crash in 2008. In its stead huge popular movements have appeared throughout the world, seeking a new form of politics which transcends existing systems, but which have failed, for the moment at least, to solidify into living alternatives. To paraphrase Antonio Gramsci, the old is dying but the new has not yet been born. We are left instead, with a host of questions: What form may this new politics take? What, if anything should remain of the present system? Are political parties - indeed politicians - of any use in the new era? Do ideologies - left and right - have meaning anymore? Will democracy survive; indeed does it deserve to do so? Can politics be reinvented, or is the present system the "least worst" as Winston Churchill once said? And how can we make any new systems genuinely responsive to the challenges facing the world in the 21st century? This special topic aims to help students identify the main issues confronting politics today, formulate relevant questions which can help advance politics in the current context, and devise appropriate methodological strategies to help answer these questions. In this way the sessions aim to blend discussion on politics with approaches to its study in order to help students complete their final year dissertations successfully.

Religion and Society - Dr. Brian Conway (Thursday at 1pm Auxilia Seminar Room)

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 questions taken up sociologists concerned with the relationship between religion and society. In the first semester students learn about the major theoretical 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.

Ireland Under Austerity - Dr. Colin Coulter (Thursday at 12pm Auxilia Seminar Room)

It might be hard to fathom now, but there was a time not so long ago when the Irish Republic was widely regarded as an exemplar of how small, previously underdeveloped states might reach the promised land of national prosperity. The former 'poster child' for capitalist globalization is now more likely, however, to be offered 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 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' 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.

The movement against water charges: an oral history - Dr. Laurence Cox (Wednesday at 11am TERM 1 and Tuesday at 1pm TERM 2 Auxilia Seminar Room)

PLEASE NOTE: Times are different in Semester 1 and Semester 2 and you should NOT take this special topic if either time is a problem

The social movement against water charges has been one of the largest movements in the Republic in many decades, involving a very substantial proportion of the population in non-registration and non-payment in particular as well as a series of massive demonstrations in Dublin and around the country, direct action against water meters, local meetings in many communities, and extensive social media-based resistance to official discourses about the issue and the movement. This means that for many people opposition to water charges has been their first involvement in a movement of this kind. Such experiences are often personally transformative in many ways, with unexpected impacts on individual lives; the fact of such large-scale political engagement on the part of people who have not previously been involved in this way can also have important effects on the wider society. However to date very little research has been done on what ordinary people's experience of involvement in the movement has

been.

This special topic sets out to capture something of this experience while it is still fresh in people's minds. Group participants will be introduced to the literature on the movement as well as to key aspects of social movement research more generally. The group will be trained in oral history research methods, and will develop a common set of interview themes. Participants will then interview a number of people who have been involved in the water charges movement, primarily those who are new to social movements rather than experienced activists and famous individuals. Together the interviews collected in this group will constitute a valuable record of this dramatic moment in Irish history. Subject to ethical approval, anonymised versions of the transcripts will be made available for other researchers; it is also hoped to write a suitable academic piece (after dissertations have been submitted) making the results of this project publicly available, and group participants will be very welcome to join in doing this.

Women's interests, agency and activism in Ireland - Dr. Pauline Cullen (Monday at 10am 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 and community organising; women's movements; feminist organising; women and health; women and welfare; women and climate change; women and media representation. Projects should include a focus on the forms of agency and activism that women exercise in these domains.

Gender, Violence and Security - Prof. Honor Fagan (Wednesday at 1pm Auxilia Seminar Room)

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 researching gendered perspectives on violence, conflict, and security in international contexts. It will

focus on research design and methods, 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. Topics in the first semester will include:

- 1) Gendering Violence
- 2) Nation and Citizenship
- 3) Peace-making and Security
- 4) War and Terrorism
- 5) Militarisation and Masculinity
- 6) Violence and Sexuality
- 7) Sexual Violence as a Weapon of War
- 8) The Sex Trade
- 9) Trading Sex in Refugee Camps
- 10) Understanding and Experiencing Insecurity
- 11) Gendered Processes of Securitisation
- 12) Gender Justice Movements
- The second semester will introduce students to appropriate research methods, research design, practising research skills and reflecting on ethics appropriate for generating data for gender analysis and researching gendered perspectives.

Nationalism, Identity and Commemoration - Dr. Niall Gilmartin (Wednesday at 9am Auxilia Seminar Room)

The centenary year of 2016 will witness unprecedented levels of commemoration right across the island of Ireland. The Easter Rising and the Battle of Somme remain seminal moments in the memory and psyche of nationalist and unionist identities. Commemoration plays a significant and deeply influential role in the shaping of collective memories and dominant national narratives. Commemoration however is as much a process of forgetting as it is remembering. States, political parties, and other social agents are all involved in constructing versions of the national past and national identity, reworking and "re-presenting" public memories for their own particular ends and purposes. In other words, nationalist commemorative actions are never objective or impartial projects, accurately reflecting the past. Who decides what and how the nation remembers? Why are some past events commemorated while others are seemingly forgotten? How is the past "re-presented" in order to suit or advance a particular political agenda today? What does nationalism and commemoration tell us about issues of class, gender and race, among others? This special topic is a critical exploration of the political and social processes which shape and inform nationalism, identity and commemoration in contemporary Ireland. The first semester will explore a wide range of topical issues related to contested theories, perspectives and conceptualisations of both nationalism and commemoration. The second semester will consist of workshops primarily aimed at developing the skills required for researching, writing-up and completing the project.

Family Histories and Social Change - Dr. Jane Gray (Monday at 4pm Auxilia Seminar Room)

In this seminar we will work together to explore social change in Ireland using family history and biographical methods. The aim of our research will be to trace key social processes across the generations, and to identify the contexts and practices that gave rise to significant transformations in social life. Each student will construct a family history that includes information for individuals in at least three generations. Then you will use the information you have gathered to identify three people to interview - at least one from each generation - using an in-depth biographical approach. Your final project report will address questions about a particular dimension of social change drawing on the 'social genealogy' you have constructed. The seminar will introduce students to both quantitative and qualitative analyses of genealogies and life histories in Sociology.

Selfie Society - Dr. Patricia Kettle (Tuesday at 11am Auxilia Seminar Room)

We live in a media saturated world. There are more media and electronic communication outlets, more channels and more choices than ever before. In fact, research indicates that levels of online usage have accelerated considerably over the course of the last ten years, particularly with the advent of the smart phone. For a significant portion of the population, vast tracts of their working and social lives are now mediated and governed by digital technology. For many, the notion of a world without the internet, instant messaging, facebook, instagram among others is simply unthinkable. Recent research suggests that Ireland has some of the highest levels of internet users anywhere in Europe, North American or South America. In fact, recent figures indicate that Irish citizen's use their smartphones for internet activity more than any other western country, with a third of all web access occurring through smart phones. As levels of online usage continue to saturate our working and social worlds, what impact is it having on society? What challenges and opportunities does digital technology and online use present? Are we obsessed or just conforming? What can levels and patterns of online use and digital technology tell us about the social world and the dynamics of everyday life? In this special topics research group, we will pose questions about the nature and type of use people make of digital technology and social media use; the social contexts in which the new electronic culture is embedded, and the social implications of digital technology and 'new/social media' in our lives.

Personal Troubles and Public Issues: Solving Ireland's Public Problems - Michelle Maher (Tuesday at 12pm Auxilia Seminar Room)

The sociological imagination that connects personal troubles to public issues is the idea advanced in this special topic group. Students are invited to consider how something becomes a public problem, and the involvement of a variety of actors and contexts in devising the policy solution. Each student will be invited

to select a particular problem or policy concern relevant or of interest to them as the case study for their dissertation. In class the group will learn together how to build a framework to help their thinking about their chosen case study. Classes will be structured to guide students to critically assess the context for decision making; who the influential actors are; how perceptions are shaped; and the power of ideas. The government's presentation and definition of public issues will be unpacked to understand why some personal problems do not become political issues. Threaded through the classes will be practical advice on the task of researching and writing a dissertation.

Sport - Dr. Peter Murray (Monday at 11am Auxilia Seminar Room)

Sport has long been, and still continues to be, an important vehicle for expressing social identities. Playing this role, sport interacts with key sociological variables such as class, ethnicity, gender, nationality and race. Money and the media also exert increasingly influence over sport and there are a myriad of other issues involved, including drug abuse. In this group we will begin by examining a number of recent studies of different sports carried out in an Irish context. Critical appreciation of these studies will serve as the basis upon which we proceed to develop our own research projects.

Food Security - Dr. Clodagh O'Malley Gannon (Tuesday at 10am Auxilia Seminar Room)

To be food secure an individual/household must have: (1) sufficient food of appropriate quality available to them within their society; (2) access to suitable food for dietary needs; (3) food that is safe and nutritious to eat; (4) consistency in food availability and access. Some individuals/households are more food secure than others. Structures of inequality are built into our current food system to advantage the few above the many. But, also most of us are relying on a self-destructive food system to provide our food. This puts our future food security at risk. When you have plenty of food of good quality you tend to take food for granted. But what if the situation were different? In 2008, the cost of food rose dramatically. This created national food shortages and food riots broke out in over 60 countries around the world. And what do you think about the fact that millions of people in the developing and developed world do not know where their next meal will come from? And do you realise that much of your food is being produced under an industrial model of agriculture that uses poisons? These are some of the issues that we will think about. But we will not only look at the problems. Instead, we will also think about the solutions. We will investigate how we might better support food security for today's generation and future ones. Food insecurity is a growing phenomenon but it does not have to be this way. If you believe that everyone should (at all times) have access to the food that they need to live a healthy life then this course is for you.

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
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
SO324 Threats, Risks, Conflicts & Human Security	100% Continuous Assessment

SO338 Sex, Law and Society	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% Continuous Assessment
SO345 Crime and Society	1 x 2 hour formal written examination at the end of the semester
SO210 Social Worlds of Children	1 x 2 hour formal written examination at the end of the semester
SO213 Sociology of Consumption	a) 1 x 1 hour formal written examination at the end of the semester (b) 50% Continuous Assessment
PO301 International Public Policy	(a) 1 x 1 hour formal written examination at the end of the semester (b) 1 essay
PO311 Politics of Ethnic Conflict	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% Continuous Assessment
PO312 Gender and Politics	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% Continuous Assessment

7. Key Dates

Mon Sept 19	Lectures commence
Wed Sept 21	SO303 group sign-up will commence on the SO303 Moodle site on WEDNESDAY 21 rd September at 10am and run until 12pm on TUESDAY 27 th September
Mon Oct 3	Special Topic groups start meeting
Mon Oct 31 - Fri 4 Nov.	Study week
Thurs Nov 10	First semester SO301 essay due
Thurs Dec 15	Special Topic Assignment due
Fri Dec 16	Conclusion of first semester classes
Fri Jan 6th 2017	First semester examinations begin

Mon Jan 30 2017	Lectures commence
Mon March 13 - Fri March 17	Study week
Mon April 17 - Friday April 21	Easter Vacation
Thurs April 27	Special Topic Research Project due
Fri May 5	Conclusion of second semester classes
Fri May 12	Second semester examinations commence
July 31 st	Deadline for Repeat candidates to submit Continuous Assessment work

8. Consultation

It is vital that we are made aware, as soon as possible of any difficulties you may have in relation to your work or with any aspect of the 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 2016-17: Dr. Peter Murray, Room 1.2 Auxilia Tel: 7083594 e-mail: peter.murray@nuim.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.

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

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.

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

Where applicable, Autumn repeat students may submit continuous assessment work by 31st July 2017. If students do not submit by the deadline, the existing continuous assessment mark will be carried forward to the Autumn. No continuous assessment work will be accepted after this date. The maximum mark awarded to a piece of continuous assessment submitted for the Autumn repeat examinations 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.
- 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

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.

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

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

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

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

OR

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

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

As stated by Wright and Jacobs (1994):

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

Reference List Formats: Some Examples

- Books

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

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

- Editions of Books

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

- Articles From Collected Works

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

- Articles From Journals

Goodman, Leo A. 1947a. " The Analysis of Systems of Qualitative Variables

When Some of the Variables are Unobservable." *American Journal of Sociology*. 79:179-209.

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

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

- Articles From Newspapers and Magazines

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

- Electronic Sources

On-line journal article

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

Newspaper article

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

An Action Alert Posted on a Web Page

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

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

17. Venues and Location, Maynooth University

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