

MAYNOOTH UNIVERSITY

Department of Sociology

Third Year Handbook

Academic Year 2019-2020

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1. About the Maynooth University Department of Sociology

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

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

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

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

The Third year Co-ordinator this year is:

Dr. Rebecca Chiyoko King-O'Riain,

Room 3.4 Auxilia

Phone: 01-7083941

Email: Rebecca.king-oriain@mu.ie

Drop in office hours: Tuesdays 2-3 and Wednesdays 10-11. If these times don't suit you, please contact me by email to make an appointment.

In the next section of this handbook, we present the overall vision of how the sociology degree programme develops our students' base of knowledge and skills over its three-year course.

Apart from your undergraduate programme this year, you may be interested in other initiatives, talks and events that are run by, or in conjunction with, the Department of Sociology. These will be advertised on the department's notice boards and on the department's [website](#).

In addition to catering for over eight hundred students across our undergraduate programme, a further thirty students are engaged in postgraduate studies in the Department. We encourage you to consider furthering your studies with us in our taught M.A. programmes. Deadlines for applications are in June each year and staff are happy to discuss the programmes earlier in the year.

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

Dr. Mary Benson

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

Dr. Delma Byrne

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

Dr. Barry Cannon

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

Dr. Brian Conway

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

Professor Mary P. Corcoran

Research interests include the Irish migratory experience, urban transformation and change, and public cultures. She is particularly interested in the fate of the public realm in the face of privatization and monetization trends. Professor Corcoran is currently working at the interface of sociology and art and has collaborated with artist Mary Burke on a number of community engaged projects.

Dr. Colin Coulter

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

Dr. Laurence Cox

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

Dr. Pauline Cullen

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

Professor G. Honor Fagan

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

Dr. Eoin Flaherty

I am interested in how patterns of inequality are formed and maintained, and how they change over time. I study these processes with a particular focus on income inequality during the late 20th/early 21st century, and instances of famine during the 19th century (mainly Ireland). I am also interested in how human societies have formed systems of cooperation and managed resources collectively, and whether such systems were resilient to environmental stress.

I am also interested in: Top incomes and the 'super-rich', labour's share of national income, time series and pooled time series cross-section analysis. Financialisation, rentiers, and power resources. Famine, common-pool resource systems, primitive communism, and nineteenth-century Ireland. Complexity theory, human ecology, and environmental sociology.

Professor Jane Gray

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

Dr. Aphra Kerr

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

Dr. Rebecca King Ó Riain

Research and teaching interests include: globalization, emotions and technology; racial/ethnic beauty pageants; critical race theory; qualitative methods; interracial marriage and multiracial people. Her current research explores globalized interpersonal and interactive forms of bodily culture through skin altering practices in Asia and Europe, beauty pageants, and Asian popular culture 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. 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.

Research Methods and Design: SO 303A will refine your knowledge of methods and bring them to bear on a particular research question throughout your special topics thesis. The thesis serves as the capstone project bringing together all that you have learned in the last 3 years. See section 5 for more information.

3. Department of Sociology
Third Year Sociology 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

COMPULSORY MODULES:	Credits
SO301 Contemporary Social Theory Prof. Mary Corcoran	5
SO303A Special Topic Research Project (including Overview lectures from Dr. Rebecca King O’Riain)	5
OPTIONAL MODULES: Select <u>1</u> module from the following group:	
SO312 Sociology of the Family Dr. Jane Gray	5
SO319 Revolutions Dr. Laurence Cox	5
SO338 Sex, Law and Society Dr. Paul Ryan	5
PO311 Politics of Ethnic Conflict Prof. John O’Brennan	5
PO312 Gender & Politics Dr. Pauline Cullen	5

Semester 2

3rd February 2020 – 8th May 2020

COMPULSORY MODULES	Credits
SO303A Special Topic Research Project	5
OPTIONAL MODULES: Select <u>2</u> modules from the following group:	
SO212 Community and Class Prof. Jane Gray	5
SO311 Development Dr. Patrick Gallagher	5
SO320A Race and Ethnicity Dr. Rebecca King O’Riain	5
SO324 Threats, Risks, Conflicts & Human Security Prof. Honor Fagan	5
SO336 Sociology of Work and Employment Dr. Philip Finn	5
SO340 Civil Society Dr. Pauline Cullen	5
SO345 Crime and Society Dr. Brian Conway	5
PO314 Policies and Policy-Making in the European Union Prof. John O’Brennan	5
PO315 Irish Politics and Society Dr. Mary Murphy	5
SP304 Social Policy and Welfare States Dr. Joe Larragy	5
KD311 Africa and International Politics Frida Besong	5

4. Module Descriptions

SO301 Contemporary Social Theory

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

SO303A 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 SO 303A groups.

SO212 Community and Class

This module aims to provide a broad introduction to the field of community studies in sociology. Many of the classic studies within early sociology took the form of detailed descriptions of 'local social relations.' But community studies became distinctly unfashionable as survey research increased in influence during the second half of the 20th century. The approach continues to attract criticism from some quarters today. However, in recent years there has been a revival of interest in community studies, making this an exciting time to revisit them. In this module we will trace both the history of community studies as an approach, and what past and present community studies tell us about social change. We will focus in particular on how questions about class, ethnicity and poverty have been addressed within the field of community studies. We will also examine some of the strengths and weaknesses of community studies as a method, including some of the ethical issues that have arisen in recent research.

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.

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.

SO320A Global Conceptions of Race and Ethnicity

This course is a comparative inquiry into the bases and mechanisms of racial and ethnic thinking, which have been used as the criteria to create social inequality. There are four sections to this course. First, we look at the epistemological ways that people have come to understand the concepts of race and ethnicity and try to glean why these understandings are often confusing and contradictory. Drawing heavily on Critical Race Theory, we will discuss the confusion between folk and analytic notions of race and review the fundamental ways of thinking about race and ethnicity through the case studies of beauty, race, and attraction/romantic love. Second, drawing on Racial Formation Theory, we will analyze not just individual or interpersonal interactions around race/ethnicity but also the ways in which race has been embedded, challenged and changed in the state as a form of classification to divide, rank and order human beings. Thirdly, we will see how the concepts of race and ethnicity have been used as forms of domination (i.e. segregation, discrimination, ghettoization) to better understand how we may undo racism in order to create social justice. Finally, in order to understand the uniqueness of the Irish case, we will use internationally comparative cases (South Africa, US, Nicaragua, and Japan) to understand how Irish forms of racialization are different from others.

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.

SO336 Sociology of Work and Employment

Contemporary trends in the organisation of work and employment, in Ireland and in comparative historical perspective. Sociological explanations of those trends, the consequences for individuals, groups and society as a whole. Understanding of the socio-political processes shaping the workplace, as well as economic and technological factors. Analysis of patterns of inequality in work and employment.

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.

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).

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.

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 module 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.

SP304 Social Policy and Welfare States

This module explores change and continuity in welfare states, particularly since the 1970s. One part of the module covers the macro themes of crisis and welfare state reform, European integration and globalisation, demographic trends, environmental challenges and wider social change as they impinge on welfare states. the Irish case is explored in the wider context of change and continuity. A second part of the module covers issues that have come to the fore in recent times affecting individuals, e.g., household indebtedness, particularly since the global financial crisis and policy responses.

KD 311 Africa and International Politics

This module seeks to outline some of the main development challenges facing African States in both national and international contexts. Key to this study will be to invite participants to challenge stereotypes and analyse critically various established perspectives about Africa in order to generate a better and more nuanced understanding of the development challenges of the continent and its constituent states in the global context.

5. 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 SO303A module Moodle site, on a **first-come, first-served basis**. Details on group meeting times are available on the SO303A Moodle site. Please also ensure that you attend lectures and monitor the departmental website and notice

boards for further information;

- 1) **SO303A group sign-up will commence on the SO303A Moodle site on THURSDAY 26th September at 10am and run until 12 noon on TUESDAY 1st of October 2019;**
- 2) All registered SO303A 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 SO303A Special Topic Research Project no matter what specific group you are in. This is the only Third Year Sociology module that is not completed within a single semester and your Special Topic mark has three components.

- 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 will keep a record of attendance and attendance will be taken in the ST CORE module.

Ethical issues

- You should also make reference where appropriate to the ethical guidelines of the Sociological Association of Ireland and Maynooth University and how they inform your research. You are expected to explicitly discuss the ethical issues specific to the topic of your research.
- Students are not allowed to carry out research directly with people under 18 years old or any person/s deemed to be vulnerable in any way.
- **You cannot begin data collection until you receive ethical approval from your Special Topics Leader/Supervisor.**

Special Topic Groups 2019/2020

Place Exploration – Dr Mary Benson (Mondays 12-1p.m.) Auxilia Seminar Room

Everything that we study is emplaced. Place is not merely a stage on which we produce our lives, place itself has effects on social life. Place is, at once, the buildings, streets, monuments, and open spaces assembled at a certain geographic spot and actors' interpretations, representations, and identifications (Gyeryn, 2000). Place also exists in different layers of time and meanings. This special topic group is an exploration of place/space; place identity and identification. Students will be encouraged to carry out explorations of different places with a view to

developing a sociological awareness of place as a theoretical concept and as lived experience. The aim is to develop an understanding of the complex interplay of identity and place. There are a multitude of potential sites which will be discussed in class in order to help students identify specific places that they can research and which fit in with their own areas of interest.

This type of research lends itself to fieldwork methods and visual methods and we will focus on this in class. The emphasis will be placed on interviewing and visual representation.

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 to 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.

Religion and Society - Dr. Brian Conway (Tuesdays 1-2 p.m.)

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

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, Rosspoint, 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.

**Women's' 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.)

Understanding and Explaining Income Inequality - Dr. Eoin Flaherty (Wednesdays 10-11a.m.) Auxilia Seminar Room

This group focuses on the quantitative analysis of social and economic inequality. In the past decade, inequality has been recognised as one of the greatest (non-ecological) threats to our collective wellbeing. As the gap between rich and poor widens, we are beginning to understand how growing inequality relates to a range of issues, such as economic growth, social mobility, and mental and physical health. Sociologists have a role to play in understanding the causes and consequences of rising inequality. In recent years, social researchers have explored questions such as: ‘why has inequality reversed from a period of long decline in the 20th century, to rapid growth in the 21st century?’, ‘how important are different types of income, such as income from property and investments, in maintaining inequality?’, ‘what are the consequences for individuals, families, communities, and societies of rising inequality?’ In this special topic, you will work with the European Survey of Income and Living Conditions (EU-SILC) to conduct a small piece of research on a specific issue related to household inequality. The first part of this course will introduce you to key readings and ideas in the study of social inequality. In the second semester, you will work on a piece of quantitative survey data analysis using the analysis package SPSS.

Life since the Crash - Dr. Patrick Gallagher (Tuesdays 3-4p.m.) Auxilia Seminar Room

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

The Sociology of Drugs - Mr. Richard Healy (Mondays 11-12a.m.) Auxilia Seminar Room

Drug use is a relatively recent Irish phenomenon, only coming to attention as a social problem in the early 1970s. There is a thin line between drug use and drug abuse. Drug use- be it hard or soft drugs- does not occur in a social vacuum and is inexorably linked to a number of sociological issues, including poverty (O'Higgins 2008), place (Punch 2005) and popular culture trends. Sociology can be a useful lens through which to analyse the causation of drug use, themes and patterns of drug consumption practices and their representation and diffusion within wider cultural & media contexts.

This special topic aims to stimulate students to inquire into the causation of problematic drug use, the construction of the drug user- for example in popular culture- the different types of recovery models available to service users, and the social, economic and human rights issues that impact on drug treatments and drug-taking practices. We will also explore contemporary Irish society's responses to drug use. We will pose questions such as: What role, if any, does society play in the governance of drug use? What are the broader sociological, economic and political contexts that propagate drug use? Is drug addiction a class-based phenomenon? Do popular culture representations (in film, music, TV shows, blogs, etc.) demonise or glamorise the use of drugs?

Ethical Standards at Maynooth University prohibit students from interviewing active drug users, primarily due to the experience required to work with vulnerable populations. Therefore, this special topic requires the student be imaginative and original in devising their research focus, collecting data, designing research questions and strategically planning their research project.

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 understand 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.

Private Troubles and Public Issues - Dr. Michelle Maher (Thursdays 10-11a.m.) Auxilia Seminar Room

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.

Consuming Celebrity - Dr. Paul Ryan (Tuesdays 9-10a.m.) Auxilia Seminar Room

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

There are many research topics available to students including –

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

Educational Inequality - Dr. Maighréad Tobin (Wednesdays 2-3p.m.) Auxilia Seminar Room

This Special Topic group uses our shared experience of being participants in the Irish education system as a starting point to read about different manifestations of educational inequality in the 21st century. Although the education system is often regarded as a means of equalization, it tends to reaffirm existing inequalities (Giddens1993:432). Inequalities in education relate to the

same divisions of class, gender, race and ethnicity that occur in the wider society. Social divisions are also evident in the different forms of education provided within state schools and private schools, while the digital divide forms yet another source of inequality.

This reading group will use a selection of research articles to examine the lived experience of educational inequality in the present day. We will consider how different forms of educational inequality are produced. The group will particularly explore how educational inequalities intersect with class, gender, race, and ethnicity. The aim is to develop a critical awareness of the continuing presence of inequality within the education system. This will provide a basis to design appropriate research projects. Research projects carried out in this group can make use of interviews, or observation studies, or documentary data from digital sources.

Sociology of Careers and Well-Being - Dr. Nuala Whelan (Thursdays 11-12) Auxilia Seminar Room

Career and employment are important aspects of self-identity and economic security. Choosing a career is complex and is often impacted by factors such as education, career guidance, socioeconomic circumstance, skill demands and labour market policy. How we move from education into the labour market and our career trajectory thereafter will be explored in terms of major approaches in the theory of careers including personality, social-learning, developmental and structural theories. We will examine the psychological and sociological perspectives that influence these approaches. We will discuss the interaction between education, the economy, sustainable employment and the role of the state. Students will be invited to consider careers and employment within the context of labour market policy, the developing labour force, the changing world of work, unemployment and inequality, well-being and career development. This special topic will provide students with a framework within which to explore and formulate research questions based on theoretical and policy based career /employment and labour market research and will include methodological considerations in conducting this type of research.

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 (due week 7)
SO303A Special Topic Research Project	(a) research project submitted towards end of second semester 65% (b) written assignment at end of first semester 25% (c) Seminar and CORE module attendance and participation 10%
SO212 Community and Class	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% 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
SO319 Revolutions	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% Continuous Assessment
SO320A Global Conceptions of Race and Ethnicity	1 x 2 hour formal written examination at the end of the semester
SO324 Threats, Risks, Conflicts & Human Security	100% Continuous Assessment
SO336 Sociology of Work and Employment	(a) 1 x 1 hour formal written examination at the end of the semester (b) 50% 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
SO340 Civil 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
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 2 hour formal written examination at the end of the semester
PO314 Policies and Policy Making in the European Union	100% Continuous Assessment
PO315 Irish Politics and Society	60% Continuous Assessment 40% Written Examination (1x1 hour exam)
SP304 Social Policy and Welfare States	(a) 1 x 90 min formal written examination at the end of the semester (b) 50% Continuous Assessment
KD311 Africa and International Politics	40% Continuous Assessment 60% University Examination (1 x 90 min exam)

7. Key Dates

Mon Sept 23	Lectures commence
Thurs Sept 26	SO303A group sign-up commence on the SO303A 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 Nov 14th	First semester SO301 essay due
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
June 30, 2020	Consultation Day
July 31 st 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 Dr. Rebecca King-O’Riain at Rebecca.king-oriain@mu.ie

If you have a query in relation to a particular lecture course, please contact the lecturer who is giving that course. Staff members are available for consultation at selected hours during each week of term. Each staff member has consultation hours posted on his or her office door and on their course outlines.

If you cannot attend during office hours please make an appointment. You may make an appointment by telephone, email, or by contacting Áine Edmonds or Trish Connerty, Sociology Department Executive Assistants, Room 1.5, The Auxilia Building, Tel: 708.3659.

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

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

1. Talk to the staff member who has administrative responsibility for third year.
2. Talk to your third-year student representative after s/he is elected.

9. Communications

We design our modules and assessment assuming that you will be present at all lectures, tutorials and other class meetings. This is not learning that can be done at a distance or solely through Moodle. If you must be absent, please bring your documentation (explaining your absence) to the department office to be logged – you do not need to take it to every lecturer.

We also assume that you will check the departmental noticeboards in the Auxilia Building once every two to three days.

All Lecturer and Department announcements go to your Maynooth University email account only. Please make sure that you check your Maynooth University email account every two to three days (even if you primarily use another email account). Please also enable your Moodle account to receive messages from the sociology department and check your module Moodle sites regularly.

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

10. Support Services

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

11. Penalties for Late Work

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

12. Requirements for Autumn Supplemental Examination

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

Where applicable, Autumn repeat students must submit continuous assessment work by **31st July 2020**. No continuous assessment work will be accepted after this date.

Normally, the maximum mark awarded for a repeat Autumn continuous assessment assignment is 50%. These penalties will apply except upon presentation of a medical certificate covering the relevant period or in other extremely extenuating circumstances, which must be communicated to, and accepted by, the lecturer/tutor prior to, or immediately after, the relevant deadline.

13. Preparing and submitting an essay

- 1) Essays should be a maximum of 2,000 words in length and should be typed, single-sided and double-spaced (about 8-10 pages).
- 2) Essays must be put in the Sociology Post Box (Ground Floor, the Auxilia Building) with a blue cover sheet attached on or before the deadline date. Supplies of cover sheets are available in the Sociology Department. Some lecturers will also require electronic submission.
- 3) You must refer to some reading material assigned for the course. Reading beyond the assigned material (if allowed by the lecturer) 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 and citation style.

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

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 – we know how to use Google too. It is almost always possible to identify text that has been professionally copy-edited, or is different in style from your own. The direct copying of passages (including illustrations) from a book, an article or the Internet without adequate references is a serious breach of academic trust and practice. Submitting essays or projects written by anyone other than yourself will also result in heavy penalties – including receiving a 0 (zero). As your final assessment is partly based on written assignments, plagiarism is equivalent to cheating at examinations.

Maynooth University considers plagiarism to be a serious academic misconduct, deserving of academic penalties. This document sets out the procedures for dealing with cases of plagiarism or suspected plagiarism in taught programmes of the University.

The Department of Sociology operates an “early warning” system. If a student is suspected of plagiarism, the student is required to meet with the appropriate lecturer to discuss the problem. If this is a first instance, the student will receive a warning but will be allowed to resubmit their work.

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

The Maynooth University policy guidelines on plagiarism are available at:

https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Policy%20on%20Plagiarism%20Updated%20July%202019_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. Any thesis found to be plagiarized in part or whole will be given a mark of zero (0).

16. Guidelines for citation

Books and articles read by you and referred to in your essay must be cited both in the essay itself and in the list of references at the end. **Only include in your list of references material you have read yourself and have referred to in your essay.** The usual procedure in sociology is to integrate references into the text itself, not put them as footnotes or endnotes etc.

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

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

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

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

OR

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

Longer quotations are often called Block Quotations and are set off in a separate, indented paragraph. Block quotations should not be enclosed in quotation marks:

As stated by Wright and Jacobs (1994):

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

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

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

https://www.maynoothuniversity.ie/sites/default/files/assets/document/ASA%20Referencing%20Guide%20for%20MU%20Studentsfinal_0.pdf

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

USEFUL LINKS:

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

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

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

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

17. Venues and Location, Maynooth University

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

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

18. Experiential Learning

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

Professional Development and Employability

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

See Skills for Success EX201 and EX202 for more details

Community Based Service Learning

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

For further information, refer to:

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

Email: Aisling.Flynn@mu.ie

Tel: + 353 1 4747760