



Department of Sociology

*DRAFT FOR GUIDANCE*

*Check back for final version*

Second Year Handbook

Academic Year 2020-2021

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## A message from the Head of Department, Prof. Seán Ó Riain

Dear students,

Welcome back to the Department of Sociology and the Centre for the Study of Politics at Maynooth for your final year as undergraduates. This will certainly be the most unusual start to the academic year that we have experienced and we know that you have many questions and concerns.

It is our goal to make the year enlightening and interesting for you (and therefore for us), but we also want that experience to be as safe and comfortable as possible. You can find out more about our exciting [undergraduate](#), [Masters](#) and [PhD](#) programmes through the relevant pages on our website - and about [what you can do with a degree in Politics or Sociology](#). Find out about the fascinating [research](#) of our staff and students, as well as the work of our [Centre for the Study of Politics](#).

*You will also find details of our teaching approaches this year - in general and each module - on the page for our [Blended Learning Hub](#). This will be the main location for further information about the general departmental approach to teaching and learning this year and I would ask you to visit it regularly for updated information.*

*Please read the materials available on the [Blended Learning Hub](#) along with your outline Timetables, available on the undergraduate page, for a comprehensive view of the overall programme that you will follow (as far as we can predict it in these uncertain times).*

Most of what you need to know is contained in this student handbook. But if you have any further questions, please don't hesitate to [contact us](#).

Beir bua

Seán

Professor Seán Ó Riain

# 1. About the Department of Sociology, Maynooth University

We are delighted to welcome you back to the campus of the National University of Ireland, Maynooth 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.

**The Department's offices:** The Department of Sociology is located in the Auxilia Building (near the back of the John Hume building). The department office is in Room 1.5 in Auxilia (first floor). It is accessible by stairs and by lift.

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

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

In addition to catering for over eight hundred students across our undergraduate programme, a further fifty students are engaged in postgraduate studies in the Department. We encourage you to consider furthering your studies with us in our taught M.A. programmes. Deadlines for applications are in June each year and staff are happy to discuss the programmes earlier in the year. More details are available on our website at: <https://www.maynoothuniversity.ie/sociology/ma-programmes>

We also offer supervision for M.Litt. and Ph.D. degrees. If you are interested in doing a research postgrad, please talk to the postgraduate co-ordinator Prof. Mary Murphy ([mary.p.murphy@mu.ie](mailto:mary.p.murphy@mu.ie)) and take a look at the specialist areas of interest of the members of the Department below.

The subject matter of sociology is diverse and our programme in Maynooth University reflects this and the varied interests of the members of the Department.

Some of our specialist interests include:

**Dr. Mary Benson**

My research interests all come under the broad heading of urban sociology. I am particularly interested in changing cityscapes; gentrification; place/ public space; urban allotment gardens; qualitative methods and visual representations. These fields of interest intersect with other topics of interest such as consumption, identity, social class and inequality.

**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. Professor Corcoran is currently collaborating with artist Mary Burke on a set of visual and sociological studies of homescapes and townscapes.

**Professor Colin Coulter**

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

**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.

**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.

**Professor 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.

**Professor 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.

**Professor 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.

For more information on the Department and on the individual research interests of members of staff please consult our web page at:

<https://www.maynoothuniversity.ie/sociology/our-people>



## **2. Overview of 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.

### **The Theme for Second Year is: Fundamentals of Sociology**

*Goal for the Year*

- To provide students with the crucial elements of the 'sociological toolbox'.

*Concepts and Theories*

- A course on *Classical Social Theory* explores the main arguments of the social theorists who shaped early sociology - particularly Karl Marx, Max Weber and Emile Durkheim.

#### *The Substance of Society*

- A required course explores the causes and consequences of social inequalities of race/ethnicity, class and gender. You have a variety of choices of courses that explore other, more specialised areas of sociology.

#### *Research Methods and Design*

- One course introduces the basic principles of social research and the different methods for carrying out that research. Additional courses in the second semester will provide a more detailed introduction to survey research, field research and documentary and online research methods. Together, these courses provide a basic grounding in social research methods that you will then apply in your research thesis in third year.

We hope you have an enjoyable and productive second year learning with the Sociology Department.

### 3. Timetable Information & Programme Requirements

Please refer to the online Timetable for up to date information on venues and times.

<https://apps.maynoothuniversity.ie/timetable/>

**Table 1: Semester 1 Modules**

*28<sup>th</sup> September 2020 – 18<sup>th</sup> December 2020*

<b>COMPULSORY MODULES:</b>	Credits
SO201 Classical Social Theory (Flipped) Prof. Sean Ó Riain	5
SO202 Introduction to Social Research (Flipped) (plus tutorials) Dr. Delma Byrne	5
<b>OPTIONAL MODULES:</b> <b>Select <u>1</u> module from the following group:</b>	
SO208 Media & Society (Live) Prof. Aphra Kerr	5
SO210 Social Worlds of Children (Live) Dr. Rebecca King O’Riain	5
SO214 Northern Irish Society (Remote) Prof. Colin Coulter	5
SO221 Marx on Ireland (Live) Dr. Eamonn Slater	5
PO203 International Relations (***) Prof. John O’Brennan	5
PO205 Democracy and Citizenship (Live) Dr. Michael McGann	5

**Table 2: Semester 2 Modules***1<sup>st</sup> February 2021 – 8<sup>th</sup> May 2021 (Formats to be decided)*

<b>COMPULSORY MODULES:</b>	Credits
SO203 Structures of Inequality: Class, Race & Gender (plus tutorials) Dr. Rebecca King Ó Riain	5
<b>You must choose at least 1 module from the following 3 modules</b>	
SO204 Survey Research Methods Dr. Brian Conway	5
SO205 Fieldwork Methods Dr. Mary Benson	5
SO217 Online and Documentary Research Dr. Laurence Cox	5
<b>OPTIONAL MODULES:</b> <b>Select 1 module from the following group:</b>	
SO223 Environment and Society Dr. Eoin Flaherty	5
SO318A Sociology of Tourism Dr. Eamonn Slater	5
SO331 Social Movements Dr. Laurence Cox	5
PO304 Society and State Prof. Mary Murphy	5
PO305 Politics of the EU Prof. John O'Brennan	5

## **Keep in Mind Programme Requirements!**

**Double Major:** as above 30 credits (SO2DM)

Please note the following arrangements regarding research methods in the first semester:

Students taking Criminology and Sociology take PO224 and have an extra option in Sociology.

Students taking Politics and Sociology take PO223 and have an extra option in Sociology.

Students taking Sociology but neither Criminology nor Politics take SO202.

**Major with Minor:** 40 credits:

Term 1: Must take SO201, SO202 and 2 elective modules

Term 2: Must take SO203 and 3 elective modules (SO2MJ)

**Minor:** 20 credits:

Term 1: Must take SO201 and one elective module

Term 2: Must take SO203 and one elective module (SO2MI)

Please see page 29 for information on Maynooth University Elective Streams available to students in Second Year. You may substitute 10 CREDITS in your two subjects for a 10 CREDIT elective stream of your choice.

## 4. Module Descriptions

### **SO201 Classical Social Theory**

The emphasis will be on highlighting some of the key ideas of a variety of theorists whose key concepts still underpin much of sociological thinking today. We first examine the theories of Durkheim, Weber and Simmel who explained the structure of contemporary societies in terms of patterns of social integration, institutions, ideas and interaction. We then turn to theories which emphasised relations of power and domination as the core of social organisation - Marx on class, DuBois on race and Gilman on gender. Finally, we turn to a consideration of the debate around the rise of Fascism during the 20<sup>th</sup> century and see how many of the arguments in that debate are rooted in concepts from classical sociological theory. Key questions we will address from a classical theory perspective include: What are the essential dynamics of the relationship between the individual and social structure? What are the significance of beliefs, ideas, values and norms to human experience? How is society organized and what has to happen to bring about change?

### **SO202 Introduction to Social Research**

This module provides an insight into how sociologists examine the social world and how they conduct sociological research. This module explores the multiple type of research questions that sociologists ask, and the different ways to go about answering sociological research questions. It provides examples from the work of some specific sociologists and explores the key principles that shape the craft and logic of sociological research.

### **SO203 Structures of Inequality: Class, Race and Gender**

The concepts of race/ethnicity, class and gender have provided sociologists with extremely fruitful means of studying issues of identity and inequality. This course explores some key social and economic divisions in terms of class, race/ethnicity and gender as well as some of the central issues of identity, culture and politics surrounding them. Some of the major theoretical approaches to these inequalities will be reviewed, both separately and in the context of their interrelationships with one another. In particular, we will focus on how historical, cultural, and institutional factors come to shape individual experiences along class, racial and gendered lines. The course will stress the fundamental interconnectedness of gender, class, and race/ethnicity in social structure and everyday practices.

### **SO204 Survey Research Methods**

Detail the major concepts and research techniques employed in the field of survey research methods Appraise the merits and limits, including the **ethical** and political implications, of the survey research method approach to sociological research. Apply the principles and practices of survey research methodology within a workshop context to a specific research question on a social issue. Critically evaluate the contribution of survey research to the discipline of sociology and the study of society, social behaviour and social problems

### **SO205 Fieldwork Methods**

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! Fieldwork methods is a broad term that describes research that focuses on how individuals and groups view and understand their social worlds and construct meanings from their experiences. This module will introduce the principles and practice of fieldwork through hands-on learning as you will also be going out into the field to practice qualitative methods and to develop your observational skills. You will learn how to negotiate social boundaries and how to be careful not to cross ethical boundaries (Ocejo, 2013). Learning outcomes for the module include the ability to take the initiative in creating a research project, and understanding the empathy and reflexivity involved in good quality fieldwork.

### **SO208 Media and Society**

The primary aim of the course is to introduce students to critical sociological analysis of the media and to assess the significance of the media in contemporary Irish and European societies. The course is designed to prompt students to explore the impact of globalisation, new technologies and changing regulations on media production, content and use - from television and newspapers to facebook. The course is also designed to challenge popular perceptions and stereotypes about the media.

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

What does the social world look like from a child's point of view? How do we determine who is a child and what is appropriate for them or not? How has global capitalism created 'demand' for certain toys and childhood objects? What does it mean to say that childhood is socially constructed? This course will introduce students to theories in the Sociology of Children and Childhood whilst using empirical examples of fieldwork with children and our own childhoods as data to understand these theories. Unlike child development studies, Sociology

of Childhood is concerned mainly with how societies come to construct children and childhood and not just the developmental stages that children may go through. We will do this by examining the history of childhood, kids' culture, children in families and schools, children as workers, children and technology, toys, children's myths and stories, and children's understandings of gender, race/ethnicity and class in Ireland through international comparisons.

### **SO2014 Northern Irish Society**

This course sets out to introduce the particular ways in which contemporary Northern Irish society is organised, experienced and represented. In the opening lectures, we examine some of the forms of inter-communal distinction frequently associated with the region and consider whether these are best considered sectarian, ethnic or nationalist. While acknowledging that many of the divisions that defined the Troubles have survived into the era of the peace process, we examine the many ways in which Northern Ireland has changed since the 1998 Good Friday Agreement. In particular, we consider the emergence of a 'peace generation' that has rather more liberal and fluid attitudes towards both personal freedoms and relations between the 'two communities.' We move then to consider a series of other forms of social identity that are often underplayed in mainstream approaches to Northern Irish society. In these lectures, we examine whether the peace process has altered the position of women, reflect on whether Belfast deserves the tag of 'most racist city in Europe' that some commentators have placed on it, and address the experience of those working class communities that bore the brunt of the conflict and now have to deal with the assault of austerity policies initiated at Westminster. The course ends on a (slightly) lighter note by considering how the combination of stasis and change that defines contemporary Northern Ireland finds reflection in recent pop music, television and cinema.

### **SO217 Online and Documentary Research**

We live in a world of words and images, and sociologists can research these in many different ways. This course explores some of the different ways of researching online, visual and archival texts and documents and how to use them for different purposes. You will learn how to apply the basic principles of research on physical, digital and visual material of different kinds; find out about the key methodological concerns involved; and learn how to assess the strengths and limitations of this kind of data collection. We will look at the specific features of digital data, and explore a range of tools to help understand what is actually happening online.



### **SO221 Marx on Ireland**

With regard to sociology as a discipline, Marx was the only one of the 'founding fathers' to discuss Ireland in any detail. It is quite remarkable how this fact has been ignored by Irish sociologists and sociologists in general, and especially those involved in the area of economic development and ecology. I want to attempt to correct this oversight by highlighting Marx's complex understanding of the Ireland's development as a society and economy over time. I want to propose that Marx and Engels constructed a consistent theoretical framework, which deals not only with colonialism but also ecology, nationalism, race and ethnicity and a dependent economy. The conceptual work was developed by Marx and Engels applying their dialectical analysis framework to colonial Ireland and thereby creating not only an innovative analysis in how to write history but also more significantly providing a more complex insight to Marxist theory of ecology - the metabolic rift debate. Marx and Engels appear in their Irish investigations to move beyond the problematic of the economic (mode of production analysis as in Capital) to a society and its underlying ecological base as his unit of analysis. To paraphrase Anderson, Marx has moved his dialectical framework to the 'margins', - to a colonised social formation beyond Capitalism.

### **SO223 Environment and Society**

This module introduces students to the study of environment, and society by sociologists. It introduces you to some classic theories of society, environment, and nature, and considers how each have been viewed at different points in human history, and through different theoretical traditions. We also consider some classical political economy views on the relationship between society and environment, and how processes fundamental to social development such as urbanisation and industrialisation have modified our environments. The course will also introduce you to some key concepts in modern environmental sociology, such as commons and common-pool resource systems, metabolism and metabolic rift, ecological resilience, and complexity theory.

### **SO318A Sociology of Tourism: Tourism in Ireland: its cultural animation and its ways of escape into Nature**

Tourism and cultural heritage are about leisure activities they are about the way we attempt to enjoy ourselves. In our increasing alienated lives, we develop strategies that attempt to allow us to escape the constraints of everyday life, work, school, college and even our 'loved ones'. Leisure activities provide us with some of these escape routes, especially holidaying. This course unravels those diverse social

processes that attempt to give us a pleasurable time as we take a holiday or engage in cultural and heritage activities and we also uncover how these abstract processes physically manifest themselves within touristic activities. To conclude, I want to suggest that tourism is generally about how we engage with Nature in diverse ways.

### **SO331 Social Movements**

This module introduces the study of social movements: how people act together in order to change local situations, broader social relationships or the whole of society; and how they act together in order to prevent change and maintain the existing order. Movements can be defined as networks of individuals, informal groups and formal organisations with a shared identity, engaged in a conflict with other social forces. Some examples include Black Lives Matter, climate justice activism, #MeToo, labour movements, community organising, anti-colonial movements, LGBTQ+ activism, animal rights campaigning and anti-fascism - as well as right-wing movements defending power, wealth and existing cultural hierarchies.

Social movements research seeks to understand the rise and fall of different movements, the many different forms (strategies and tactics) their activism takes, how movements affect the wider society, culture within social movements, how movements work in the Internet age and the art of social movement organising among many other themes. This course will introduce some of the variety of social movements, some of the key theoretical questions involved and some of the research tools that can be used to study them

### **PO203 International Relations**

This module introduces students to the main theoretical approaches to and contemporary issues in the study of International Relations (IR). Focusing on the inter-relationships between states, international organizations and non-state actors, the module begins by outlining the key theoretical frameworks which inform IR debates. These include Realism, Liberal Internationalism, Marxism and Social Constructivism. Building on these conceptual foundations the module then introduces the key debates within the world of contemporary international politics, including Francis Fukuyama's *The End of History*, Samuel Huntington's *Clash of Civilisations*, the relationship between Islam and the West and the US "war on terror", and the nature and significance of global economic structures. The mixture of theoretical and empirical analysis will allow students to develop ideas about the international political system, what it is made up of, how states interact with each other and with wider structural forces. Particular attention will be paid to the intellectual history of the discipline and to contemporary IR theory.

### **PO205 Democracy and Citizenship**

Democracy is often exclusively associated with elections, political parties and parliaments and associated bodies - that is the formal or institutional aspects of democracy. However, democracy can also be viewed from a substantive perspective, that is how the citizen experiences the democracy in which she or he lives. In this case democracy can be examined and evaluated from the perspective of the content and experience of citizenship. This course aims to examine democracy from this perspective - to interrogate the concepts of democracy and citizenship and the relationship between the two; to review contending conceptions of citizenship in a democratic context; and, to problematise these and how and if they can be realised in a globalised, multicultural and unequal world. The course also aims to be as participative, inter-active and student-led as possible, that is to allow students to help construct content and not just be passive recipients of that content. As a result many of the assignments have been designed to facilitate this as much as possible. In this way, not only does the course present different models of citizenship - but also seeks to bring these alive within the classroom context.

### **PO304 Society and State**

This module examines the relationship between the Society and State in the modern world, and expressly examines debates about power, what it is, how it is distributed, institutionalised, and exercised between the state and society. Competing definitions of power are explored including traditional theories of elite power, pluralist power and corporatist power as well as Marxist and feminist approaches. A key theme is the relationship between power and wealth inequalities, who benefits from political decisions and likely consequences. Another important focus is on how globalization might impact on state - society relationships and how it might shape citizens capacity to be active shapers of their own environment. Climate change, digitalization and automation are also considered from the perspective of power as students are encouraged to think about the future evolution of the state in the context of societal challenges. This module is core for 2<sup>nd</sup> year politics students and open to all 2<sup>nd</sup> year sociology students and all International/Erasmus students.

### **PO305 Politics of the EU**

This course builds on the introduction to political institutions in first year to explore the complex of institutions described as the European Union. The course will explore the history of the EU and other European institutions, give an outline of the operations of the various EU bodies and explore the relationship between the EU, other locations of global power (such as the US,

NATO or global financial institutions) and the "Third World". Students will be introduced to a range of key political conflicts within the EU, such as those between states with different interests and different visions of the future of the EU, those between different political party "families" within the EU or those between different locations of power within the EU. The course will explore some important theoretical issues raised by the EU, such as location of political power in an age of supra-national institutions and the ways in which the increasing significance of such institutions can be explained. It will also tackle key normative issues associated with the EU, such as the "democratic deficit", the definition of "Europe" and the conflict between social-democratic and neo-liberal versions of the "European project".

## 5. Teaching and Learning Formats During Covid-19

### 5.1 General Information

There are still a lot of uncertainties about the year ahead. We have done our best here to provide a guide to how we see the teaching in the department operating in the first semester, under current health guidelines.

Please keep a close eye on our 'Blended Learning Hub' on the department website: <https://www.maynoothuniversity.ie/sociology/blendedlearninghub>

This will be updated during the year with information regarding various aspects of teaching and learning in the department. Please follow the information from your lecturers through Moodle and other media particularly closely.

Our overall approach is to provide as much 'content' (lectures, readings etc) as clearly and interestingly as possible and to provide you with plenty of opportunities to discuss the ideas, knowledge and information in each module. In some cases, that will be in-person and in other cases it will be through a variety of online formats.

In Table 3 below, we outline the three main formats - "Live", "Flipped" and "Remote".

- Please note that the exact organisation of each format will vary from module to module and under changing circumstances.
- Individual meetings with lecturers will vary depending on the circumstances with some meetings online (eg via Teams) and some in person.
- In person teaching (especially lectures) will have an online backup (eg recording) wherever possible.
- While we can't guarantee that you won't miss anything if you can't make an in-person meeting, the great bulk of the material will be accessible in online formats.

**Table 3: Teaching Formats – A Rough Outline of our Three Main Approaches**

Title	In-Person Elements	Online Elements	Student Engagement with the Course Material	Most likely adjustment in case of fully remote teaching
'Live'	<ul style="list-style-type: none"> <li>• Lectures in person to groups of less than 50.</li> <li>• For modules with over 50, sub-groups of the class will attend different lectures.</li> <li>• Lectures will be recorded and placed online, and possibly 'livestreamed' at the time of lecturing.</li> </ul>	<ul style="list-style-type: none"> <li>• The recorded lectures will be online</li> <li>• The usual materials (slides, readings etc) would be on Moodle</li> <li>• Discussion fora, questions for lecturers etc available on Moodle</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at some of the lectures in person</li> <li>• Viewing the other lectures 'livestreamed' or recorded</li> <li>• Use of Moodle to access materials, Q&amp;A etc</li> </ul>	<ul style="list-style-type: none"> <li>• Move of lectures online, either through 'live lectures' (eg on Teams) or recorded lectures (eg Powerpoint with audio)</li> </ul>
'Flipped'	<ul style="list-style-type: none"> <li>• Meetings in person with groups of less than 50.</li> <li>• For modules with over 50, sub-groups of the class will attend different meetings.</li> <li>• Focus on discussion and questions around lecture materials which are primarily online.</li> <li>• Unlikely to be recorded, may be supplemented with online Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures and other course material will primarily be provided online</li> <li>• The usual materials (slides, readings etc) would be on Moodle</li> <li>• Discussion fora, questions for lecturers etc available on Moodle but also at in person meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the primary course material (eg lectures) online</li> <li>• Attend the in person meetings for discussion, clarification etc</li> <li>• Use of Moodle to access materials, Q&amp;A etc</li> </ul>	<ul style="list-style-type: none"> <li>• Move of discussion to online formats (lectures etc will already be provided remotely)</li> </ul>
'Remote'	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures and other course material will primarily be provided online</li> <li>• The usual materials (slides, readings etc) would be on Moodle</li> <li>• Discussion fora, questions for lecturers etc available on Moodle but also at in person meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the primary course material (eg lectures) online</li> <li>• Attend online meetings for discussion, clarification etc</li> <li>• Use of Moodle to access materials, Q&amp;A etc</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

We have also provided a list of the modules offered in the department in the first semester and the basic format of teaching, as well as an estimate of the in person contact hours for students in each module (See Table 4 below).

There are a wide variety of factors affecting the teaching formats for each module. These include:

- Class and room size
- Local and national public health guidelines (e.g. 50-person limit on meetings with students)
- University policies
- The teaching strategy of the module, linked to the learning outcomes
- Circumstances of the lecturer
- Fit with departmental approach to teaching and learning

The mix of these may change during the semester and affect the format of each module. You will understand that the specifics of some of these factors are confidential and it may not be possible to fully explain changes in format. It is possible that overall we may be able to move to more in-person teaching as the year goes on, but it is also possible that we will shift towards more remote, online teaching and learning, as circumstances change.

While we provide a mix of in-person and online teaching, we also understand that student circumstances vary. **In general, please prepare as much as possible for both.** However, our approach is also to provide as much back-up as possible for the in-person teaching so that students who miss out on some of that teaching will have an online backup to turn to.

This includes:

- recording of live lectures (except in the case of discussion oriented or tutorial style sessions);
- provision of other online materials;
- avoiding assessments in class;
- avoiding attendance marks as much as possible (although there may be participation marks, which can be completed online)

If you miss in person sessions, we can't guarantee that everything will be replaced or replicated online. However, the bulk of the material will be available in some recorded or other online format. There may be technological or other

issues that interfere with that from time to time but please bear with us while we do our best to mesh together in person and online learning.

Further information about tutorials and so on will be available over the coming weeks. However, we hope this gives you a general sense of the department's approach.

We will also make clear before the start of the semester how sub-groups within classes will be allocated (probably on an alphabetical basis) and who your first point of contact in the department should be in case of difficulties. Please don't hesitate to contact the relevant university offices if you think that you could benefit from various supports that the university offers. Every year, many students avail of these supports and they make a huge difference in their university experience.

## **5.2 Tutorials**

Tutorials will be provided in second year most likely through a mix of in person and online provision - depending on individual, university and societal circumstances.

Weekly one-hour tutorials will accompany SO202 (term 1) and SO203 (term 2). Students must attend their weekly tutorial. Tutorials offer students the opportunity to develop the skills that are inherent in the work of sociologists. Further details on tutorials will be given at the beginning of lectures.

**IMPORTANT:** You can sign up for a tutorial through the module Moodle sites, on a first-come, first-served basis. Please attend lectures and monitor the departmental website and notice-boards for further information.

Students must enrol themselves in SO202 tutorials through the SO202 Moodle site. More details on times are available on the SO202 Moodle page. Before selecting a group, ensure you choose from times that do not clash with times for your other subjects/ modules.

**SO202 Tutorial sign-ups will commence on the SO202 Moodle page on Thursday 26th September 2019 at 10am and will run until 10am on Wednesday 2nd October 2019.**

**Tutorials begin week commencing October 7th 2019.**

**PLEASE NOTE THAT YOU WILL NEED TO KEEP THIS TUTORIAL TIME FREE FOR TERM 1 AND TERM 2 TUTORIALS.**



**Table 4: Planned Module Formats in Semester 1 (Semester 2 formats will be provided later in the semester)**

*Details of each module format will vary somewhat and will be available from lecturers. This indicative guide is to help with student planning.*

<b>Module Code</b>	<b>Teaching Format (see Guide to Formats)</b>	<b>Anticipated Student In Person Contact Hours (approx)</b>
SO201	Flipped	5-6 meetings per student for the semester
SO202	Flipped (with Tutorials)	5-6 meetings per student for the semester; 1 tutorial most weeks from weeks 3-10 (may be online depending on space, health etc)
PO203	Online (Teams lectures)	Online contact only
SO208	Live	1 lecture per week
SO210	Live	1 lecture per week
SO214	Online	Online contact only
SO221	Flipped	1-2 meetings per week, with some weeks remote only
PO205	Live	1 lecture per week
PO223	Flipped (possibly Live depending on numbers)	1 lecture per week

## 6. Assessment

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

## 7. Key Dates 2020-2021

Please keep in mind that submission dates for continuous assessment work for optional modules are not included in this list and that dates are subject to change.

Mon Sept 28 <sup>th</sup>	Lectures commence
Week beginning 26 <sup>th</sup> Oct.	Study week
Fri Dec 18 <sup>th</sup>	Conclusion of first semester classes

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Mon Feb 1 <sup>st</sup>	Lectures commence
Week beginning 15th March	Study week
Week beginning 5th April	Easter break
Fri May 7 <sup>th</sup>	Conclusion of second semester classes

## 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 second year programme. If you have a problem or question which relates generally to the second year programme, or to your participation in it, please contact the second year co-ordinator.

## **Second year Co-ordinator 2020-21:**

Dr. Delma Byrne, Room 2.4 Auxilia Building

[Delma.Byrne@mu.ie](mailto:Delma.Byrne@mu.ie)

(01) 708 3723

If you have a query in relation to a particular lecture course, please contact the lecturer who is giving that course. Staff members are available for consultation at various hours during each week of term. It is difficult to hold regular in person office hours during these times but staff will post contact times on the module Moodle sites. Alternatively, you may make an appointment by email or by contacting Áine Edmonds or Trish Connerty, Sociology Department, Room 1.5, The Auxilia Building, Tel: 708-3659.

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

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

1. Talk to the staff member who has administrative responsibility for second year (Dr Delma Byrne)
2. Talk to your second year student representative after he or she is elected.

For more information on contacting staff in the department and university, please go to: <https://www.maynoothuniversity.ie/sociology/blendedlearninghub>  
And click on the *Who Should I Contact?* tab

## **9. Communications**

It is assumed that you will 'attend' your module in some form on a consistent basis, whether that is in person or online (and this will vary from module to module). It is also assumed that you will check the relevant departmental webpages once every two or three days.

You are responsible for familiarising yourself with announcements or notices provided during periods of time that are absent from class or from campus. It is

assumed that you check your MUMAIL email account every two to three days (even if you primarily use another email account) and that you check module Moodle sites regularly.

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

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

## **10. Deadlines, Late Work and Penalties**

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

Our overall policy is as follows.

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. Please provide a medical certificate covering the relevant period or explain the other extenuating circumstances. These should generally be communicated to, and accepted by, the lecturer/tutor prior to, or immediately after, the relevant deadline. Please note that work submitted after the deadline may not receive individual feedback from the lecturer concerned.

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

Details of Autumn resit assessment will be provided during the year, depending on the changing circumstances. However, the basic principles will remain that assessment completed during the year can be carried forward towards the resits.

## **12. 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.

## **13. 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 guidelines on plagiarism are available at:

[https://www.maynoothuniversity.ie/sites/default/files/assets/document/Plagiarism%20Sept%202015\\_0.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/Plagiarism%20Sept%202015_0.pdf)

## 14. 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](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](mailto:aine.carey@mu.ie) & Niall O'Brien

## 15. Maynooth University Curriculum Initiative

You have the option to register for an elective stream of 10 CREDITS in Second Year. This means substituting 5 CREDITS of Sociology and 5 CREDITS of your other subject for this special 10 CREDIT module.

Please note that registration for electives will be subject to enrolment limitations, and also must be compatible with the timetabling and other requirements of your main subjects. Some combinations of electives and subjects are excluded. Further information is available at:

<https://www.maynoothuniversity.ie/study-maynooth/maynooth-education/electives>

## 16. Information from the Experiential Learning Office

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.

### **MU SPUR (Summer Programme for Undergraduate Research)**

An active research based and paid experiential learning programme for successful undergraduate pre-final year student applicants who wish to learn more about the postgraduate experience, by working closely with faculty mentors on research projects across a range of disciplines.

### **Community Based Service Learning**

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

### **For further information, refer to:**

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

Email: [Aisling.Flynn@mu.ie](mailto:Aisling.Flynn@mu.ie)

Tel: + 353 1 4747760