



MAYNOOTH UNIVERSITY

Department of Sociology

Third Year Handbook

DRAFT FOR GUIDANCE

Check back for final version

Academic Year 2020-2021

Table of contents

Message from the Head of Department

1.	About the Department of Sociology	pg. 3-7
2.	The Sociology Degree at Maynooth University	pg. 8
3.	Teaching and Learning Formats	pg. 8-9
4.	Third Year Lecture Timetable	pg. 10-12
5.	Module Descriptions	pg. 13-17
6.	Special Topic Reading, Discussion & Research Groups	pg. 17-24
7.	Assessment	pg. 24-26
8.	Key Dates	pg. 26-27
9.	Consultation	pg. 28
10.	Communications	pg. 28
11.	Support Services	pg. 29
12.	Penalties for late work	pg. 29
13.	Requirements for Autumn/supplemental examinations	pg. 29
14.	Preparing and submitting an essay	pg. 30
15.	Essay assessment	pg. 30
16.	Plagiarism	pg. 30
17.	Guidelines for citation	pg. 31-2
18.	Venues and Locations	pg. 33
19.	Experiential Learning	pg. 33

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 Maynooth University Department of Sociology

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

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

Further inquiries can be made to the department office - Room 1.5 in Auxilia (first floor). It is accessible by stairs and by lift.

The Third year Co-ordinator this year is:

Prof. Colin Coulter
Room 1.2 Rowan House
Phone: 01-7083595
Email: colin.coulter@mu.ie

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

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

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

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

Dr. Mary Benson

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. Her most recent edited book *Producing Knowledge, Reproducing Gender* (with Dr. Pauline Cullen) was published in 2020. Mary's current research interests focus on food activism, food practices and urban agriculture in the contemporary city. She is also interested in the interface between the visual arts and sociology having collaborated with visual artist Mary Burke on a number of community-engaged projects.

Professor 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, life history analysis; comparative-historical sociology. Her current research focuses on: biographies, life histories and social change; families and communities; qualitative research methods.

Dr. Robert Hamm

Research interests include negotiations of individual fit within social/historical structures, strategies and processes of societalisation, learning, reflection in all fields of everyday life; creative approaches to undo the theory/practice divide; organisation and organisations, institutions, bureaucracies.

Professor 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.

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.

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. Teaching and Learning Formats

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 (at least), under current health guidelines.

Please keep a close eye on our [‘Blended Learning Hub’](#) on the department website. 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 some cases it will be through a variety of online formats.

We have three main formats – Live, Flipped and Remote/Online – and you can find explanations of these different approaches [here](#). For ease of reference it is also reproduced below.

To find out which format will be used in which course you can go [here](#) or consult the (provisional) timetable on the next page.

Given the ongoing health crisis, it is very possible that the mix of courses 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 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.

4. Timetables

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

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

Semester 1

28th September 2020 – 18th December 2020

<u>COMPULSORY MODULES:</u>	<u>Credits</u>
<u>SO301 Contemporary Social Theory (Flipped)</u> <u>Prof. Mary Corcoran</u>	<u>5</u>
<u>SO303A Special Topic Research Project (including Overview lectures Dr. Rebecca King-O’Riain)</u> <u>‘Core Lecture’ (Online) - (Weeks 2-9 Semester 1)</u> <u>See SO303A Moodle page for sign-up</u>	<u>5</u>
<u>OPTIONAL MODULES:</u> <u>Select 1 module from the following group:</u>	
<u>SO311 Sociology of Development (Remote)</u> <u>Prof. Colin Coulter</u>	<u>5</u>
<u>SO312 Sociology of the Family (Flipped/Live)</u> <u>Prof. Jane Gray</u>	<u>5</u>
<u>SO319 Revolutions (Remote, with 2-3 Live Lectures)</u> <u>Dr. Laurence Cox</u>	<u>5</u>
<u>SO338 Sex, Law and Society (Remote)</u> <u>Dr. Paul Ryan</u>	<u>5</u>
<u>PO311 Politics of Ethnic Conflict</u> <u>Prof. John O’Brennan</u>	<u>5</u>
<u>PO312 Gender & Politics (Flipped, possibly live)</u> <u>Dr. Pauline Cullen</u>	<u>5</u>

Semester 2

1st February 2021 – 8th May 2021 (formats to be decided)

<u>COMPULSORY MODULES</u>	<u>Credits</u>
<u>SO303A Special Topic Research Project</u>	<u>5</u>
<u>OPTIONAL MODULES:</u> <u>Select 2 modules from the following group:</u>	
<u>SO212 Community and Class</u> <u>Prof. Jane Gray</u>	<u>5</u>
<u>SO320A Race and Ethnicity</u> <u>Dr. Rebecca King O’Riain</u>	<u>5</u>
<u>SO321A Technology and Culture</u> <u>Prof. Aphra Kerr</u>	<u>5</u>
<u>SO330 Sociology of Education</u> <u>Dr. Delma Byrne</u>	<u>5</u>
<u>SO345 Crime and Society</u> <u>Dr. Brian Conway</u>	<u>5</u>
<u>SO352 Sociology of Gender</u> <u>Dr. Pauline Cullen</u>	<u>5</u>
<u>SO353 Northern Irish Society (B)</u> <u>Prof. Colin Coulter</u>	<u>5</u>
<u>PO314 Policies and Policy-Making in the European Union</u> <u>Prof. John O’Brennan</u>	<u>5</u>
<u>PO315 Irish Politics and Society</u> <u>Prof. Mary Murphy</u>	<u>5</u>
<u>SP304 Social Policy and Welfare States</u> <u>Dr. Joe Larragy</u>	<u>5</u>
<u>KD311 Africa and International Politics</u> <u>Frida Besong</u>	<u>5</u>

5. Module Descriptions

SO301 Contemporary Social Theory

In this Contemporary Social Theory module, our objective will be to explore a selection of theoretical contributions made in Sociology in the late twentieth and early twenty-first century. The selection will give you a 'feel' for different theoretical orientations within the discipline rather than provide a comprehensive survey of the field. In terms of developing a comparative perspective on the theorists we will examine it would be useful to think about their contributions thematically as we work through the module:

- What are the essential dynamics of the relationship between the individual and social structure? (*Structure/Action*)
- What are the significance of beliefs, ideas, values and norms to human experience? (*Meaning*)
- How is society organized and what has to happen to bring about change? (*Transformation*)

The module will make connections with SO303 Special Topics by encouraging students to think about how theories introduced in SO301 may usefully apply to real-world sociological investigation.

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

This course seeks to describe and explain the dramatic and growing inequalities in power and wealth that define the world in which we live. In the opening lectures, we examine what we might mean by a 'developed' society and take a critical look at the ways in which countries like our own have conventionally sought to represent those of what is often described as the 'third world.' The course then moves to map out the changes that have occurred in global capitalism over the last half century. We examine the transformation of global production, trade and finance and explore the ideologies and cultural changes that have been both symptom and cause of the reconfiguration of the world economy. A central force in that global system is the 'military industrial complex' and we consider the role of the arms companies in the world today, focusing on what is perhaps the most important war of this century, the US-led invasion of Iraq. While

the perspective of the course is a global one, in the concluding lectures we bring things closer to home by looking at how the Irish experience over the last three decades narrates better than perhaps any other the circuit of boom and bust that remains central to the logic of capital. Taken together, it is hoped that these classes will give you a comprehensive and critical introduction to the political economy of contemporary capitalism.

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. In the current virus situation, the module will focus on the revolutionary wave of 1968 around the world (including Black Power in the States, the start of the Troubles in Northern Ireland, the Soviet invasion of Czechoslovakia and the general strike of May 1968 in France) as a manageable way into 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 organising. The overarching question this year is “Is revolution possible in the 21st century?”

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.

SO321A Technology and Culture

As social scientists or humanists we rarely ask can we contribute to designing more inclusive and more sustainable technologies? In this course we will ask these questions and we will use social

theories of technology from Science and Technology Studies (STS) as our starting point. We will critically interrogate the concept of technology, technological expertise, smart technologies and their impact on society. We will explore how politics, gender, race, and class influence the design and diffusion of technologies. We will apply these theories to a range of case studies from our everyday lives including in the domestic household (the fridge, the cooker, smart devices), communication (mobile phones, the internet), work (machines and computers), transport (the car) and health (medicine and COVID tech). We will examine the social and cultural meanings of technology, their role in regulating our lives and we will look for opportunities to co-produce better technologies for society.

SO330 Sociology of Education

This course introduces a subject that we each have experience of: education. Yet, our experience of education may not be universal. In this module, we will interrogate the sociological meaning of education drawing on key theoretical perspectives. These theoretical underpinnings contribute to our understanding of education as a part of society, interdependent on other social institutions. In this module, we also explore the wider political, social and cultural contexts of education, and the effects of education and schooling on the experiences and identities of individuals and groups in society. We explore the paradox that education can reproduce inequality in wider society as well as reduce it.

SO338 Sex, Law & Society

In this course we move beyond common sense and ‘natural’ explanations of sexuality to show how it is a social construct of competing scientific, religious and legal discourses. We focus specifically on the state’s regulatory role in the field of sexuality and how it has contributed to the creation of sexual insiders and outsiders through the extension of sexual citizenship (e.g. marriage, civil partnerships, hate crime laws etc). We examine resistances to this regulatory code governing sexuality and how it has contributed to the construction of sexual identities and social movements. The course also focuses on contemporary debates around the political economy of sexuality exploring controversies around the criminalisation/decriminalisation of sex work and the sexualisation of children.

SO345 Crime and Society

Is crime more or less prevalent now than before? Why are some people more likely to engage in criminal activity than others? Why are some behaviours defined as crime and others are not? These are some of the questions taken up by sociologists concerned with the relationship between crime and society. In this module, students learn about the major theoretical and empirical debates and issues in the sociology of crime literature. Special attention is given to placing the Irish case in comparative perspective.

SO352 Sociology of Gender

This module will critically examine how gender is constructed at the level of society as well as how we engage in the re-creation of gender in our everyday lives. Gender will be explored as an institution and a system as well as how it influences individuals. We will consider sociological approaches to studying gender, including gender as an identity, a performance, and a structuring feature of discourses and institutions; how gender is expressed through configurations of femininity and masculinity, embedded in power relations, and co-constructed and in relation to its intersection with other social locations such as race, ethnicity class, sexuality, age, ability and

citizenship. Topics will include gender beliefs and practices; socialization practices that reproduce gender identities and the relationship between gender, power, and social inequality

SO353 Northern Irish Society (B)

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.

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 EU policy-making landscape and the variegated set of EU policies and does so by asking what it is that the EU *does*. By studying different policy areas, together we will analyse how this evolving and expanding tier of European governance impacts on national political systems (and on EU citizens). The opening phase of lectures sets the scene for the study of EU policy-making and covers the evolution of the EU, the legal basis for policy-making, and theories of integration as well as the idea of the single market, which is so central to the EU. Key policy fields include agriculture and regional policies, competition and trade policy, the Euro, asylum and migration, foreign affairs and security, and enlargement. This fast-paced, seminar style course will allow for plenty of topical debates, while developing students' analytical skills, encouraging students to look beyond the headlines

to understand how the EU works (and how it does not), supplemented by regular online interaction/learning. In week 11, we bring the threads together in a mock-conference discussing "Whither EU policy integration", where students will present their own original arguments about a chosen policy area. The module is part of a Jean Monnet European Union project on European Integration.

PO315 Irish Politics and Society This module focuses on the issues facing contemporary Ireland and seeks to enable students to apply theoretical concepts to key political, social, and policy questions facing Irish politics and society. The relationship between state, market, and society is core to the module, which is organised around a series of concepts including commodification, marketization, democratic participation and transformation. We examine the frames through which key issues in Irish politics and society are understood, exploring for example labour market precarity, housing, climate change, and emerging issues including Covid-19, and Brexit dynamics. The module seeks to enable students to critically analyse the major political questions in Irish society and beyond, with lens of social justice, integration, ethnicity, gender and socio economic inequality integrated into the overall approach. Assignments are organised around opportunities to learn key skills and include book reviews, blogs and podcasts and policy analysis. This module is core for 3rd year politics and open to all 3rd sociology students as well as international and Erasmus students

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.

KD311 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.

6. Special Topic Reading, Discussion and Research Groups

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

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 1 October at 10am and run until 12 noon on TUESDAY 6th of October 2020;**
- 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 12th October 2020.**

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, 17th December 2020](#). This is worth 25% of total marks.
- 2) The research project, which is due on [Thursday 22nd April 2021](#). 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 2020/2021

Place Exploration – Dr Mary Benson

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 topic lends itself to qualitative methods and we will focus on this in the seminars. Students will use a combination of visual representations; interviewing; observation; flaneur type walks (or one of these methods) as methods of data collection. Students can also do online research, and this will also be explored.

Places of interest for this special topic group include, but is not limited, to the following:

- Public space

- Streetscapes
- Communities
- Cafes
- Markets
- Tourist sites
- Consumption Spaces
- Allotments
- Homes
- Etc.

Exploring Irish Society through the lens of Childhood, using the Growing Up in Ireland Study – Dr Delma Byrne

Experiences in childhood are viewed to be the expression of the economic, political, social and cultural forces that structure societies. A key role of the sociologist is to uncover the forces that shape the lives and experiences of children as they grow up in Irish society, but also to explain the processes and mechanisms through which such wider forces influence children's lives. In this special topic group, Irish society and the lives of children, will be examined within a context of the education system, the macro-economic climate, the welfare state, housing policy, health policy or the digital society. Using quantitative data, we will explore how childhood in contemporary Irish society is structured along the lines of gender, poverty/social class/household income, disability/special educational need, ethnicity or recent migrant history.

In this special topic group students will be engaged in quantitative data analysis of *Growing up in Ireland* (<https://www.growingup.ie/>). *Growing up in Ireland* is a Government-funded study of children that is carried out by researchers at the Economic and Social Research Institute (ESRI) and Trinity College Dublin (TCD) and managed by the Department of Children, Disability, Equality and Integration with the Central Statistics Office. It is a large scale nationally representative survey of children living and growing up in Ireland. Guided by the craft and logic of social inquiry, we will use sociological theory to frame interesting and innovative research questions and hypotheses about Irish society and childhood in Ireland and test these questions and hypotheses by analyzing the Growing up in Ireland data.

Ireland since the crash – Prof Colin Coulter

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 globalisation 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 that era of boom turned to bust have been represented, experienced and contested. The series will then turn to consider the recent claims that Ireland has 'turned a corner' into a period of 'recovery' before concluding by addressing what impact the global pandemic might have on the immediate future of the Irish Republic. 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 Politics of Food – Prof Mary Corcoran

Food is central to our everyday lives. Food has a material quality- it is life giving and its absence is life threatening. Food also has an important symbolic quality- our taste in food signifies social class and cultural preferences. Food confers status and informs life style choices (note the proliferation of vegetarian, vegan, pescatarian and flexitarian diets). Food, its preparation and consumption is a popular form of TV entertainment. “Foodie” social influencers and food bloggers amass huge followings on social media.

Food is a deeply social and political process. It is mainly through the sharing of food that we come into communion with each other. The preparation, serving and consumption of meals nurtures social bonds, reinforces relationships, socialises children, and encourages reciprocity (we do not appreciate guests who fail to bring a gift to the table). Food also gives us the opportunity to exercise our innate creativity and capacity as human beings. However, inequality of access to nutritious food is closely linked to social and economic vulnerabilities, and is deeply consequential for people in terms of their health, their mortality and morbidity rates and their opportunities to fully participate in society. In this Special Topic group, I will encourage you to take food seriously as a topic ripe (!) for sociological investigation. Together we will discuss a selection of relevant readings to whet our appetites (!!) and then work together to generate excellent research questions. Mindful of the current COVID 19 restrictions, I will encourage you to think creatively about the variety of methodologies appropriate for studying food.

Social Movements - Dr Laurence Cox

Social movements are a crucial dimension of contemporary society, in Ireland and globally. Black Lives Matter, strikes, climate justice struggles, housing conflicts, anti-racist activism, pro-choice organising, the water charges movement, marriage equality activism 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 or movement organisation, 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. You will be supported to identify research methods which are appropriate to your choice of group or movement and workable within the current virus situation.

Understanding and Explaining Inequality - Dr. Eoin Flaherty

Our world today is characterised by resource and power imbalances on historically unprecedented scales. In sociology, we refer to this condition as ‘inequality’, and inequalities take multiple forms. You are already familiar with many dimensions of inequality, such as race, class, and gender. In this group, we focus on one specific form - income inequality. Income is one of many aspects of inequality, but one which plays a large part in determining our ability to lead flourishing lives. Large quantities of income and wealth give access to social and political power, whilst lack of income costs us health, happiness, and life. As the gap between rich and poor widens, sociologists have a role to play in understanding the causes and consequences of rising inequality. It is important that we pursue these questions further, as we are certain that the recent coronavirus pandemic and

accompanying global recession will make inequality worse again. In recent years, social researchers have explored questions such as: ‘why has inequality reversed from a period of decline in the mid-twentieth century, to rapid growth in the twenty-first century?’, ‘what are the consequences for individuals, families, communities, and societies of rising inequality?’, and ‘how is debt central to maintaining inequality and reproducing poverty?’ After reviewing key debates in the sociology of inequality, and outlining some basic processes in the formation of inequality, you will design and conduct a case study on a specific sub-theme arising from these discussions. This could include: the role of debt in maintaining inequality, how different kinds of society or economy may ease or worsen inequality, gendered, racial, or class inequalities in earnings, or housing inequality. Given the unique challenges of this coming year, I encourage you to choose methods based on secondary data, or country-comparative case studies. We will discuss these methods throughout our sessions.

Negotiating our Selves: A Sociological Perspective on the Micro-Fibres of Social Life – Dr Robert Hamm

This group suits everyone with an interest in asking the essential questions of life.

J walks through the pedestrianised zone of the city. It is a warm day. J walks bare feet as usual. People look at J. An adult and a small child are approaching. The child looks at J's bare feet for a while. The child says to the adult: "Daddy, why do we wear shoes?" J walks on with a smile on the face.

We will start with our own lived experience. We will look at habits, procedures, routines that we take part in, be it in the context of family, friends, education, sport, work, leisure, activism, any area of social life. We will use concepts of ritual and ritualisation as a platform for investigations of seemingly mundane situations.

We will take a micro-sociological perspective to focus on concrete situations and extend this view to understand their situatedness. We unpack ways of negotiating our selves in taking part and how we shape social reality in turn by our ways of negotiating our selves.

Projects developed in the context of this group will preferably use methodical approaches like collective memory-work, autoethnography, narrative inquiry. Imaginative and creative adaptations of these methodical approaches are welcome and we will discuss such options in the group.

The Sociology of Drugs - Dr. Richard Healy

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. Although it is recognized there are a number of issues that can combine to result in problematic drug use-biology, psychological issues etc., this module focuses on the sociological elements that precipitate drug use, poverty, lack of opportunity, the distance from the labour market. 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. We will also contextualise drug use in a neoliberal political climate and ask questions that challenge the common mantra that a drug user has a personal defect or is in short a “bad” person.

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 methodology, collecting data, designing research questions and strategically planning their research project.

Appy Lives? Mobile Applications & Dataveillance – Prof Aphra Kerr

This course will introduce students to a sociological understanding of mobile applications (i.e. apps) as digital media and their role in mediating contemporary economic and social life. Apple's app store and the Android market both launched in 2008 and today a very small number of applications dominate downloads. Many are free to download but rely on dataveillance to make their money. They mediate our social relationships, our banking, our learning and our leisure. They are core to working in the 'gig' economy and part of the national response to the COVID pandemic. In this module we will use contemporary social theories to critically unpack our apps, seeking to understand the data economies behind them, the dataveillance they support, their design, and how they attempt to shape our lives and opportunities. The module will guide students through relevant readings, the design of their research question and an empirical research project that relates to the topic of the design and/or use of mobile applications and their social implications.

Personal troubles: Public Issues: who decides? - Prof Mary Murphy

We use our sociological or political imagination to distinguish between personal troubles and public issues (Mills 1967). A *trouble* is a private matter while *issues* have to do with institutions of society and their failings or crisis. To hide such failures governments often present *public issues* such as homelessness, unemployment, poverty, or inequality as *private troubles* and the fault of individuals rather than outcomes of structural or political arrangements. We are interested in how the sociological and political imagination can open up spaces to reframe troubles to issues, leading to social change.

In this special topic group students are invited to use their sociological and political imaginations to consider how certain topics and public issues are framed and who defines how they are understood. Each student will be invited to select a particular issue as a case study for their dissertation. Using a power-systems analysis the group will explore the interaction of ideas, interests and institutions in influencing different stages of the policy cycle. We explore how different issues are or are not framed as public policies, and who frames them, or suppresses issues emerging as public policy problems.

This special topic is structured to help students identify the main ways public or social policy is constructed, to formulate relevant research questions about their chosen field and to devise appropriate methodological strategies to help answer those research questions. The emphasis is

on active learning which blends discussion on public policy with practical group and individual support to assist students to research and write their special topic dissertation.

Educational Inequality - Dr. Maighr ad Tobin

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

Careers 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, gender, 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 (including remote working and digitalization), 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.

7. Assessment

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

8. Key Dates

Mon Sept 28

Lectures commence

Thurs Oct 1

SO303A group sign-up commence on the

SO303A Moodle site on THURSDAY 1 October at 10am and run until 12 noon on TUESDAY 6 October.

Mon Oct 12 (week beginning)

Special Topic groups start meeting

Mon Oct 26 – Fri 30 Oct

Study week

Thurs Dec 17

Special Topic Assignment due

Fri 18 Dec

Conclusion of first semester classes

Mon Feb 1, 2020

Semester 2 Lectures commence

Mon March 15 – Fri March 19

Study week

Mon April 5 – Friday April 9
(Friday 2 April Good Friday – no classes)

Easter Vacation

Thurs April 22

Special Topic Research Project due

Fri May 7

Conclusion of second semester classes

June 29, 2021

Consultation Day

9. Consultation

It is vital that we are made aware, as soon as possible of any difficulties you may have in relation to your work or with any aspect of the third-year programme. If you have a problem or question which relates generally to the third-year programme, or to your participation in it, please contact the third year co-ordinator Professor Colin Coulter at colin.coulter@mu.ie

If you have a query in relation to a particular lecture course, please contact the lecturer who is giving that course. Staff members are available for consultation at various hours during each week of term. It is difficult to hold regular in person office hours during these times but staff will post contact times on the module Moodle sites. Alternatively, you may make an appointment by email or by contacting 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

10. 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.

11. Support Services

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

12. Deadlines, Late Work and Penalties

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

13. Requirements for Autumn Supplemental Examination

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

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

18. 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>

19. 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