**SCHOOL OF POLITICAL SCIENCE AND SOCIOLOGY**

**National University of Ireland, Galway**

**Academic Year 2017-2018**

A GUIDE FOR FINAL YEAR STUDENTS

KEEP THIS GUIDE! **IT HAS VITAL INFORMATION FOR THE YEAR.**

READ THIS GUIDE**! IT WILL CLARIFY WHAT IS EXPECTED OF YOU OVER THE COMING YEAR.**

Disclaimer:

Every effort has been made to ensure that the details contained within this Third Year booklet were accurate at the time it was posted. The School reserves the right to make changes or correct errors as deemed necessary. In the event of any changes to course details and organisation, we will ensure that all Third Year students of Political Science and Sociology are notified as soon as is possible.

**INTRODUCTION**

Welcome back to university and Soc & Pol. If you are repeating modules or are returning from a period away from the Galway campus, whether on a year abroad or for other reasons, make individual email contact with the Mr. Michael Donnelly and the Final Year Tutor/Coordinator, Prof. Mark Haugaard to confirm your return. This can be done via a simple email to both to inform them of your status (year repeat, 4BA, etc.) Anyone wishing to contact the Third Year Tutor with any query must, in the first instance, make contact by email to explain their question or problem. His email address is mark.haugaard@nuigalway.ie

In the final year of the undergraduate programme, we offer students in the School of Political Science and Sociology four obligatory Core Modules and a large number of Option Modules to choose from. 3BA1 (Arts), 4BA4 (International) and 3BSY2 (Environment and Society?) students are required to take 2 Core Modules and 1 Option Module per semester, a total of 6 modules over the year.

**TAKING FINAL YEAR (3-4BA) SERIOUSLY**

We know from our data that many students get their final degrees classification based on the work they do in this final year. Therefore it is all to play for, as regards your grades. This is a very important year and you must work hard! Some students are far too passive as regards their academic performance. You need to be ambitious for yourself and set out to improve your performance from whatever base you are starting from. A key goal should be to increase you average grade, and in particular avoid failing or doing badly in any one module.

The 2.1 grade (60-69) is an important target for entry into Postgraduate Diploma and Masters programmes. However, for many post-graduate fellowships you need a First. There are many diploma courses require a two-two, so this is also a worthwhile target.

Many students do not start serious work in 3BA until its far too late. You need to be working intensively from week one! You need to plan your time and organize you workload-it will not just happen by itself. The essay deadlines are set to spread the workload. Also balance your work-load for Soc/Pol with your second subject.

It happens that students have personal misfortune, which gets in way of completion of work and exam preparation. It is best to deal with these issues, as they occur, by contacting the year tutor, or the Dean of Art’s office.

**CORE MODULES AND OPTION MODULES**

The Core Modules contribute to a more in-depth understanding of society and politics in both the Irish and international contexts. By combining theoretical and empirical perspectives on a wide range of issues, students are encouraged to critically evaluate the themes, topics and questions built into each module (i.e. development and change, political theory, social theory, and public/social policy).

NOTE: MID-TERM ASESSMENTS ARE A FEATURE OF CORE MODULES

**Core modules** this year will be assessed by formal examination administered by Exams Office at the end of the semester BUT also by essay, or other form of mid-term assessment, such as a multiple choice exam. The latter is worth 20% of your final grade in each core module. It should be obvious that it is vital that you do this mid-term. Last year several students failed a module because they had not completed their mid-term assessment! How these mid-terms assessments work differs for each core module and the rules and regulations for these will be either circulated early on via Blackboard, or orally in lectures, by the lecturers for each core module. It is therefore vital that you have access to Blackboard and attend lectures. In some cases, the lecturers may opt for a mid term exam type format, using short multiple-choice questions. If this is being employed, you will be informed in advance of the appropriate arrangements.

With **Option Modules**, we offer approximately twenty modules per semester, and these modules provide an ideal opportunity to acquire specialist knowledge in a range of subject areas, as well as providing the opportunity for a more active approach to learning than is possible in the large lecture format. Students are advised to sign-up on time, as the number of places per module is strictly limited.

Note, options do not meet in the first week of the semester but do meet thereafter. Attendance at Option modules is vital. Perhaps some students think options are less important than core courses, however they have the same weighting for your degree (5 ECTS). You should therefore pick your option with an aim of doing as well as you can. As option modules are relatively specialized and thus require the expertise of specific staff members, the School the provision of specific modules changes every year.

**Word counts:**

Students are advised that word counts should be taken seriously. There is a limit of +/- 10% of the word limit, excluding the bibliography and footnotes.  Penalties will apply if the word count falls below or above the +/- 10% word limit. These word limits are counted relative to the main text, so exclude bibliography and footnotes.

**Assessment of Repeat Students:** The assessment of *Core courses* will be based entirely upon a formal repeat examination, i.e. coursework marks will not be carried over from the First Sitting to the Second Sitting and there will be no repeat coursework assignments. In the case of students with deferrals, coursework marks will be carried forward to the Second Sitting Examination.

In *optional courses,* failed or missed examinations are usually replaced by written assessments, as specified by the course lecturer in question.

**Repeat grade cap:**

Students who fail and repeat will find that their repeat examination will be capped at a pass grade of 40%, unless a student has been granted a deferral of examination, which must be authorised by the College Office.

**KEY STAFF MEMBERS FOR FINAL YEAR:**

Kay Donohue, administrator (room MY308) handles brief queries, dispenses documentation and keeps track of where the rest of us are.

Michael Donnelly, academic coordinator (room MY304) handles registration issues and reception of work to be handed in. [Michael.donnelly@nuigalway.ie](mailto:Michael.donnelly@nuigalway.ie)

Prof. Mark Haugaard, Final year tutor/coordinator (room MY312) handles academic issues and problems and deals with requests for extensions to deadlines. Anyone wishing to contact the Third Year Tutor with any query must, in the first instance, make contact by email and explain their question or problem. If you need to contact him you should email: [mark.haugaard@nuigalway.ie](mailto:mark.haugaard@nuigalway.ie) . He will also have office hours when you can drop by and these times will be communicated to you at the start of the semester and they will be on his door.

Dr. Anne Byrne is Head of the School.

The School of Political Science and Sociology is located on floor 2 of Aras Moyola in the northern part of the campus.

**BLACKBOARD AND EMAIL**

We have noticed that some students are not reading their university email in preference to some private email server. One pretty serious problem with that is that you can miss Blackboard emails, which we send out that use your official University email. So check your University email account. Problems with Blackboard can be sorted by a quick look at their webpage; <http://www.nuigalway.ie/blackboard/new_blackboard/students/students.html>

IT IS VITAL THAT YOU HAVE A WORKING BLACKBOARD ACCOUNT. IT IS YOUR RESPONSIBILITY TO SEE TO THIS, AND YOU SHOULD CONTACT BLACKBOARD HELP DIRECTLY IN THE FIRST INSTANCE TO ENSURE THIS. See: <http://www.nuigalway.ie/blackboard/new_blackboard/students/studentfaq.html>

**KEY DATES FOR SEMESTER 1 2017-2018:**

|  |  |  |  |
| --- | --- | --- | --- |
| SEPTEMBER 2017 Week 1 | | | |
| Wed. 6th | 4.00 p.m. | AM250 | Introductory Lecture in SP404. |
| Thur 7th | 3.00 p.m. | AM250 | Introductory lecture in SP405 and general introduction to Third Year |

TO DO THIS WEEK:

1. Make sure your registered online for the required modules. Registration for an option registration will happen via the online registration system. Make sure you attend all introductory lectures as these are vital to understand how the courses proceed.

**Week 2**

TO DO THIS WEEK:

1. Make sure you attend your first option course class, they will be starting this week.

2. This week is the deadline for University registration, which is absolutely vital to complete successfully. University registration is entirely separate from signing up with us for option courses.

**First Half of Term:**

TO DO: Mid term assessment for SP 405 must be completed. It will be an essay submitted by Turnitin and details will be communicated to you early on in the semester via Blackboard.

TO DO**:** Mid term assignments for your OPTION COURSE will also be due, but it varies from each option exactly when. Make sure to check with you lecturer for your option what is expected and when.

**Second half of Term:**

TO DO: The specific date for the Mid term assessment for SP404 Development and Change will be over this period, date to be determined. It will either be a short question exam format and details will be communicated to you early on in the semester via Blackboard.

**TO DO NOVEMBER**

TO DO: These weeks are vital for revision and advice regarding the exams

TO DO: Deadline for Option course final essays - Electronically VIA Turnitin by Friday 24th November. Some courses also require hard copy in your final assignment, which you hand in to your lecturer at the final class of the option module.

DECEMBER 2017

This will include exams for SP404 and for SP405.

Christmas Vacation

**SEMESTER 2, 2017-18**

JANUARY 2018

Week 1

Monday 15th January 2018 - Teaching begins.

TO DO THIS WEEK

1. Attend all Sem. 2 core lectures this week

2. Sign up for your second semester option courses via Blackboard.

Register for an option via the online registration system.

**JANUARY 2018 Week 2**

TO DO THIS WEEK

Make sure you attend your second OPTION course class of this semester-they will be starting this week.

**First Half of Term:**

TO DO**:** The specific date for Mid term essay assessment via turn-it-in for SP406 Principles of Political Theory will be within this period, the exact date to be determined. It is an essay submitted by turnitin only – no paper copies, please.

**Second Half of Term:**

TO DO: Mid term assessment for SP305 COMPARATIVE PUBLIC POLICY must be completed. It will a short exam the date and details will be communicated to you in lectures.

TO DO**:** Mid term assignments for your OPTION COURSE will also be due, but it varies from each option exactly when. Make sure to check with you lecturer for your option what is expected and when.

Teaching ends Friday 20th April 2018

Deadline for Option course final essays Friday 20th April 2018 VIA Turnitin. Some options also require physical copies, which are handed to the lecturer at the final class of the module.

End of Teaching before Easter Holidays: Friday 24th March

Easter vacation Monday 2nd April to Saturday 7th April 2018

Teaching resumes after Easter Holiday - 2 weeks of teaching Monday 9th April 2018

Information about term and formal examination dates are reproduced from websites of Registration and Examinations Office and should be cross-checked against them

**ATTENDANCE**

This year we will be measuring your attendance at BOTH option courses and core courses. A sample roll may be taken at each class.

Why? We know from our records that students who consistently miss classes are at a huge disadvantage in terms of their performance. If you are not at class, you are usually not familiar enough with the core material, concepts and ideas of the course. Put simply, there is a strong link between students who perform well and their very high attendance, and conversely, those who fail, and usually attend poorly.

Your place in university could easily be occupied by somebody else who would probably love the opportunity to be where you are.

If you repeatedly miss option classes due to legitimate medical or personal reasons you should simply give a copy of any medical cert or counsellor's letter to your Option lecturer. In the case of Core courses, where you repeatedly miss classes you should furnish the same to Prof. Mark Haugaard and/or email him to advise him of your situation.

**PLAGIARISM**

Beware **of plagiarism**: it is a serious offence resulting in heavy penalties. In brief, plagiarism is copying someone else’s work, whether from a published book, the Internet, lecture notes, or another student, and then presenting it as one’s own work. It also includes paraphrasing text very closely. Asking or paying another student or private tutor to write an essay for you is also plagiarism, and is a serious offence.

When submitting essays, students are required confirm that the essay is their own work. This can be pasted to the front of the essay using the form at the end of this booklet. If the essay is just submitted on turn-it-in just use an electronic signature (type in fancy script will do!).

**EXAMS**

The core modules, have exams which are handled by the Exams office. They decide the schedule, day, time and venue. The exam timetable for each set of exam goes up on their website usually about a month of so before the exams.

Lecturers will devote time in class to explain the exam format, number of questions to be answered, etc.

Repeat and Re-sit examinations for those failing or deferring core examinations are held in August. Information about these examinations is available from the Examinations Office website. Any further queries should be addressed to Examinations Office.

**ASSESSMENT OF OPTION MODULES-DIFFERENT FROM EXAMS!**

Unlike core modules, the system for assessment in option modules varies from module to module and is described in the option module descriptions below. Assessment procedures for most option modules are NOT organised by Examinations Office but by the instructor and the School. If you fail an option course and are wondering about repeat procedures email both your Option lecturer and [Michael.donnelly@nuigalway.ie](mailto:Michael.donnelly@nuigalway.ie)

The process for undergoing later (repeat or re-sit) assessment is also different from that for core modules. It will be communicated to you by your Option lecturer.

**PENALTIES-DEADLINES-EXTENSIONS.**

This year we will be stricter on late essays/coursework-either for the Core Courses OR for your option courses.

Submitting essays or coursework after the deadline, without an extension or a deferral, will be subject to penalty of 2% per day overdue.

After a period of one week after any deadline, in general, no essay will be accepted by a lecturer or the year tutor.

The message is: get your essays in, and note it is much better to get an imperfect essay in, rather than a zero for being an entire week late, while trying to write the perfect paper!

Obviously, exceptions here would include valid medical or personal reasons for delay. Email your Option lecturer and the year tutor, Mark Haugaard ([mark.haugaard@nuigalway.ie](mailto:mark.haugaard@nuigalway.ie)), providing them both with the general reasons why on medical or personal grounds you cannot meet an option deadline. The Option Lecturer will respond and give you a new deadline, if the problem is deemed valid.

Use the cover sheets, at the end of the booklet. If physical copies of essays are required, submit to the lecturer or drop box. Any essay/coursework under a lecturer's door it is at your own risk. If you cannot find the lecturer to accept your essay, better hand it in to the Secretary (Room 308), sign and date it and she will drop it into the lecturer's mail-box.

**DEFERRALS AND EXTENSIONS:**

An extension allows a student to delay for a relatively brief period the submission of a piece of work for assessment.

A deferral, which can be granted only by the Dean of Arts, Social Sciences and Celtic Studies, is a more formal permission for a student to delay an assessment process in one or more modules for a brief or prolonged period. You can contact Deirdre Finan in the Dean's office for advice on this: [deirdre.finan@nuigalway.ie](mailto:deirdre.finan@nuigalway.ie)

If you do seek a deferral from the Dean of Arts, please also notify Mark Haugaard and Michael Donnelly of this via email, ASAP, as we are sometimes not sure whether a student has a deferral or not.

**CITATION STYLE:**

The School is reasonably tolerant with regard to choice of citation style used by students, provided that it conveys the necessary information and is consistent. Our preferred style is the Harvard citation style, which is described in considerable detail in a booklet: Jane Mulligan and Siobhan Carroll eds., *Guide to Citing and Referencing* published online at <http://www.library.nuigalway.ie/media/nuig_lib_ref_guide.pdf> by the James Hardiman Library

**DIFFICULTIES, DECISIONS AND APPEALS:**

If you encounter difficulties with a module or more generally, then your instructors, the final year tutor/coordinator, and the academic coordinator are there to help and should be contacted.

Moreover the School is committed via the final year tutor/coordinator to working with representatives selected by the class and affiliated to the Student Union. If you wish to serve as a class representative, please let the final year tutor/coordinator know so that a selection process can be organised.

The activities of the School are under the direction of the Head of School, Dr. Anne Byrne with whom issues can also be raised. You can of course appeal any decision of the final year tutor/coordinator to her.

As a constituent unit of the College of Arts, Social Sciences and Celtic Studies, the School is subject to the oversight by the Dean, of Arts. If you are unhappy with any decision within the School of Political Science and Sociology, you can approach the Dean’s office. The Dean’s Office is located in the Arts Millennium Building.

Moreover the Examinations Office administers a system that deals with complaints about examination results. Details of this are available from their website.

**Programme Structure and Requirements**

3BA1 (Arts), 4BA4 (International) and 3BSY2 students are required to take 2 Core modules and 1 Option module in Sociological & Political Studies per semester, a total of 6 modules over the year.

**BA Social and Public Policy students (3BA6)** students should contact their program coordinator. They should also indicate on their option sign-up form how many option modules they propose to take in Sociological & Political Studies each semester.

**Passing Final Year:**

Students must pass all modules or courses in each subject, with Sociological and Political Studies being one subject.

It is possible to fail one module in Soc & Pol and still pass the module (and thus Soc & Pol) by compensation, but compensation requires that the student must have at least 35% in the failed module, and must have a surplus of marks (above pass level) across the modules in Soc & Pol equal to the deficit.

Core Modules Semester 1 2017-18

***SP 404* *Development and Change***, Dr. Su-ming Khoo/Dr. Nata Duvvury

***SP 405 Contemporary Social Thought:*** *Prof. Mark Haugaard*

Timetable:

|  |  |  |
| --- | --- | --- |
| MODULE |  |  |
| SP 404 Development and Change | Tuesday 3-4pm  O’Flaherty Theatre | Wednesday 4-5pm  O hEocha Theatre (AM250) |
| SP 405 Contemporary Social Thought | Monday 11-12am  O hEocha Theatre (AM250) | Thursday 3-4pm  O hEocha Theatre (AM250) |

**Core Modules: short module descriptions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Semester | Contact hours/weekly |  | ECTS |
| SP404 | **1** | 3 (two lectures, plus optional advice) |  | **5** |

Module description: **Development and Change**

Dr. Su-ming Khoo, Room 320, Aras Moyola

Dr Nata Duvvury, Room 219 Aras Moyola

This module provides a critical introduction to development studies, focusing on the meanings of ‘development’, and looking at different ways of thinking about, defining and measuring ‘progress’ or ‘good change’. We examine the different priorities that are expressed, contrasting economistic with feminist, humanistic and environmental approaches. The course begins with an overview of development theories, contrasting economistic perspectives such as 1) Modernization/ economic growth and 2) Structuralist / Neomarxist perspectives with 3) Ethical/ Alternative (feminist, humanistic and sustainable) perspectives encompassing Human Development, rights based development and sustainable development.

We explore these theoretical contrasts with reference to three major development issues, examining the implications of these critiques and contrasting perspectives for policy and public action: 1) agriculture and food; 2) health 3) security. These issues illustrate and open out the debates between the different paradigms, using examples from Asia, Africa, Latin America and Europe.

The course theme: ‘critical and ethical development alternatives’ brings together the theoretical and substantive aspects of this course. Different perspectives on development arose as the historical and political context for world development changed over time. The course explains how different views on ‘development’ emerged, together with different ways of critically evaluating, defining and measuring progress. The contrasts between economistic versus non-economistic’ are developed through the discussion of the three key development issues.

Prerequisites: None

Min./max. no. of students: No restrictions apply.

Teaching and learning methods: Lectures (2 hours per week) and 1 consultation hour per week

Assessment: The module is assessed by a two-hour exam and by essay or other form of mid term assessment such as a multiple choice exam, worth 20%. This exam is scheduled and administered by the University Examinations Office. There will be a revision and exam preparation session at the end of each part of the module.

Languages of instruction: English

Core texts: Assigned reading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Semester | Contact hours/weekly |  | ECTS |
| SP405 | **1** | **3** (2 lectures and a voluntary advice session) |  | **5** |

Module description:  **Contemporary Social Thought**

Lecturer:  Dr. Mark Haugaard

While there is much diversity in contemporary social theory, there are a few themes which are central to most theoretical analysis. One of these is power, which is used a thread to structure the course. Power has two radically different connotations, as follows: on the one hand, it entails *power over* others, suggesting domination; on the other hand, it also entails the capacity for action, or *power to*. With regard to domination, one of the interesting phenomena is that actors frequently are not simply coerced, through the overt threat of sanctions: they consent to their own domination. How do we explain this? Are they brainwashed? That seems too crude! With respect to emancipatory power, this capacity for action is not something that they possess singly but is derived from membership of a social system, which consists of an assembled set of social structures that both enable and constrain. In other words, domination and emancipation are both systemic and structural and, as such, are not separate processes.

In this course we shall take the theme of power and also related themes of structure, agency, social knowledge and social systems, as a focus for our analysis of contemporary social theory. Theories analysed will include those of Steven Lukes, Talcott Parsons, Antonio Gramsci, Nicos Poulantzas, Barry Barnes, Norbert Elias, Anthony Giddens, Pierre Bourdieu, Michel Foucault, Stewart Clegg and Mark Haugaard (some of my own reflections in the end).

Learning outcomes: understanding sociological theory; in particular, power and social order.

Overview:

Prerequisites: NoneMin./max. no. of students:  No restrictions applyTeaching and learning methods: Lectures (2 hours per week ) and I consultation hour per week

Languages of instruction: English

Core text: Assigned readings.

Assessment: The module will be assessed by a two-hour exam and by mid term essay worth 25%. The exam is scheduled and administered by the University Examinations Office.

Venues and times for these proposed modules are subject to change.

Provision of specific modules may have to be curtailed at short notice.

Any amendments will be posted on the School’s Notice Board In Aras Moyola.

Please note that venues and times for these proposed modules are subject to change.

**OPTION TIMETABLE: SEMESTER 1, 2017-18 is available on our website**: [www.nuigalway.ie/soc](http://www.nuigalway.ie/soc) **or on the School’s Notice Board, 2nd Floor, Aras Moyola**

**Option Modules in Semester 1**

Fuller descriptions of option modules can be obtained on Blackboard

Module description for SP3101: ‘**Community’ – Significance & Change**

Lecturer: Brian McGrath

'Community' remains an enduring concept despite claims about its disappearance in the modern age. At the same time, globalisation, mobility, technology and a range of other phenomena have changed people's experiences and understandings of community. The experience of changing community life will be located in the context of social position within locales. Some of the themes explored include: neighbourliness, belonging, social capital, migration, gender, lifecourse as they relate to experiences and interpretations of community. Empirical cases will be drawn from a range of international studies that relate primarily to local communities.

Learning Objectives:

At the end of this module, students will:

1. Appreciate the nature of debates surrounding the meaning of ‘community’;
2. Understand how the formation of community is mediated in a multiplicity of ways, that include gender, generation, (im)migration and socio-cultural context;
3. Appreciate how community can be empirically examined in a variety of ways;
4. Understand key concepts used in community studies, including social capital, networks, belonging;
5. Understand why conflicts emerge and strategies to reconcile differences are needed.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars.

Languages of instruction: English

Core text: Assigned readings

Method of Assessment: 60% for end of module essay; 20% for analysis of article and class participation;

20% for exam

Module description for SP3103: **European Union: Polity, Political Economy and International Role**

Lecturer: Gerry Fitzpatrick

This course aims to analyse the ‘European Project’ – an ‘Unidentified Political Object’ – through a discrete combination of three approaches: those of Political Theory, Political Economy and International Relations (IR). Students are not expected to be *a priori* theoretically *au fait* with academic scholarship in these three fields: you shall effectively be practically acquainted with and use political theory, political economy and IR ideas in analysing the various facets of the European Union (EU).

The course shall be taught in four parts: first, we shall examine critically the historical origins of the European Idea and its 1980s ‘re-launch’; secondly, we will try to understand what the EU actually is, what it represents in terms of the political theory of the State and legitimacy; thirdly, the origins, progress and problems of the political economy of the Euro shall be dissected; and finally, the global meaning, role and positioning of the EU shall be assessed.

If structure is a function of purpose – what exactly is the purpose of the EU in the 21st century and how should it appear and work?

Prerequisites: None

Teaching and Learning Methods: Series of Lectures and Seminars. Students must participate in the Seminar tutorials and will be expected to deliver oral and written presentations.

Attendance: Obligatory for all Lectures and Seminars

Module description for SP3105: **Globalisation, Prostitution & the State**

Lecturer: Eilis Ward

The prostitution policy of states has emerged as a highly contentious and a highly politicised  issue in the wake of and as part of the globalisation process.

This module takes a critical perspective on prostitution, or the sex trade more broadly, located in the context of the rise of neo-abolitionist movements and policies: those seeking to 'abolish' transactional sex through the criminalistion of the buyer and the decriminalisation of the seller.

The module will begin with problematising the idea of prostitution itself or the idea of selling sex with reference to history and current practices. It will interrogate different state approaches and seek to evaluate different policies in relation to intended and unintended outcomes of the law and its enforcement in different spaces and in different times. It will emphasise methodological and epistemological aspects as well as theoretical perspectives. Students will thus become experts on prostitution policy across a number of states and on research methods in this complex area of public and social policy.

The overall orientation of the module therefore is not on the many and ever-unfolding debates about prostitution *per se* but on the politics of the sex trade in contemporary societies: how the problem is defined, by whom and towards what goal.

Prerequisites:  None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Series of seminars

Methods of assessment and examination: A midterm assignment, in-class presentation and participation, a reflective journal of learning, and an end of semester essay (titles to be given or approved in advance).

Language of instruction: English

Core Texts: Assigned readings

Methods of assessment and examination:

\* Mid-term short Paper of 1,000 words: **20%** Submit in class

\* Continuous Assessment exercise: **20%** Seminar presentation

\* Extended Essay of 2,000 words: **60%** Submit by final deadline

Module description for SP3106: **Mobilities**

Lecturer: Mike Hynes

In the 21st century, people all over the world are increasingly expected to be mobile and to negotiate complex networks of production and consumption that cross established geographical and cultural boundaries. Many people in Ireland regularly experience and engage in various forms of physical mobility. This ‘mobilisation’ of everyday life has considerable consequences for both society and the environment. This module offers participants the opportunity to explore the implications of increasingly complex global flows of people and goods.

The New Mobilities Paradigm (NMP) in the social sciences focuses on the movement of people, objects and ideas and its wider implications for society and the environment. Drawing on key sociological and interdisciplinary texts, the module critically examines the strengths and weaknesses of NMP regarding its theoretical rigour and its suitability as a framework for empirical inquiry. Every two-hour session includes a relevant case study that addresses social, economic and ecological dimensions of urban, rural and global (im)mobilities, including Copenhagen’s approach to cycling, commuting practices in Dublin and Galway and the impact of the eruption of Eyjafjallajökull on air travel. By linking more theoretical material to practical examples of various (im)mobilities, the module demonstrates the important contribution sociological thinking and research can make to sustainable transport policy and planning.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars.

Languages of instruction: English

Core text: Assigned readings

Method of Assessment: An end-of-term **essay of at least 2,000 words**; this essay is allocated 50% of the marks for the module. The latest date for submitting the final essay will be announced at the beginning of the semester. The remaining 50% of the marks derive from continuous assessment. This will include class attendance and participation and **three short assignments** by each student on products of reading and class discussion. In addition, there will be **in-class** **presentations** by students.

Module description for SP3113: **Early Childhood Education and Care – Research and Policy**

Lecturer: Dr. Sheila Garrity

Is the provision of early childhood education and care a public good that should be provided by the state? Or is it a service that should be purchased by parents as and when it is required to meet their family care needs? This module introduces students to the policy development of early years services in the changing Irish social context, examining its development from the mid-1990s to the current mixed market provision.

Through this module students will explore current policy trends within the European context, explore how ECEC fits within the emerging ‘prevention and early intervention’ paradigm and discuss the move to an ‘evidence informed’ sector where in current research impacts on policy development to a greater extent. An examination of various early years curriculum models will be undertaken with consideration to the Irish quality and curriculumn frameworks for early childhood.

Prerequisites: None

Min./max. no. of students:  Restrictions apply

Methods of assessment and examination:  This module will be assessed through group projects and presentations (20%), a policy analysis paper (30%) and a formal essay (50%).

Languages of instruction:  English

Core texts: Assigned readings

Module description for SP3128:  **Travellers, Rights and Nomadism**

Lecturer:  Hannagh Mc Ginley

Irish Travellers are a small indigenous ethnic minority. Despite their long history of nomadism and their unique cultural traditions, there has been limited recognition of their uniqueness in political and social terms. They have been identified in numerous studies as the ethnic group that experiences the most intense discrimination in Ireland. Using a critical theoretical and transformative lens, the aim of this course is: a) to analyse the uniqueness of Travellers’ ethnicity and culture; b) to examine the injustices and discriminations that they experience across different social institutions, and c) to explore how their rights could be enhanced and protected in areas such as education, housing, health care, employment and the legal system. The course will also examine why nomadic people, including Roma and Travellers, are subjected to prolonged intense racism across Europe in the context of contemporary theoretical debates on racism and nomadism. The course has been designed in collaboration with a number of Traveller organisations (including Roma people). The focus is not only on analysing injustices but on researching transformatively how best to address injustices experienced by nomadic peoples.

Learning Outcomes

On completion of the course the students should have developed;

1. A theoretically-informed advanced understanding of Travellers as an ethnic minority
2. A deep scholarly understanding of Nomadism and its social justice implications in advanced capitalist societies
3. An in-depth knowledge of the complex discriminations and injustices experienced by Travellers and Roma in Ireland in particular, but also in Europe
4. An advanced scholarly framework as to how to work transformatively to overcome the injustices experienced by Travellers and Roma across major social and political institutions

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Assessment will be based on:Class-based Assignment (20%); Class participation (20%); Final Research Essay (60%)

Languages of instruction: English

Core texts: Assigned readings

Module description for SPL301: **The Politics of Peace and Conflict**

Lecturer: Niall O Dochartaigh

The spread of ethnic conflict, insurgency and other forms of organised violence in recent decades has blurred the line between war and peace. This course introduces students to the principal theories developed to explain the causes of violent conflict and to understand how conflict escalates. It examines the field of conflict resolution, surveying debates on efforts to end violence and make peace. It focuses on mediation and negotiation as methods of conflict resolution and introduces students to key issues in peace and peacebuilding. It focuses primarily on international conflict and ethnonational conflict, with a particular emphasis on the experience of peacemaking and conflict resolution in Ireland and in Israel/Palestine.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars.

Method of Assessment: Written assignment (20%); Reading exercises (20%) and end of term essay (3000 words) (60%).

Languages of instruction: English

Core texts: Assigned readings.

Module description for SPL304:   **Women, Men and the Economy:  Critical Explorations of Theory and Policy**

Lecturer:  Nata Duvvury

In the recent period of recession and recovery, more women were at work as employees than men in Ireland. This simple fact poses a significant challenge to our understanding of the economy and society. Is there a fundamental shift from the implicit male breadwinner model of economic and social policy? If so, why does there continue to be marked differences in the experience of women and men in the economy with persistent wage differentials, occupational and sectoral segregation and unequal work-life balance?  Does mainstream economics provide adequate explanation of these persistent gender inequalities?  What are the contributions of feminist economics towards understanding these patterns? What changes are needed in economic and social policies to reflect the changing gender dynamics? This module will explore: a) feminist critique of mainstream economic models including intra-household bargaining models and economic growth models, b) the changing structure of economic activity, including social reproduction, and explanations for the persistence of gender inequalities in the labour market, and c) the implications of feminist economic theory for economic and social policies such as taxation, social welfare and employment policy.

Prerequisites: None

Min./max. no. of students: Max 20.

Teaching and learning methods: 2 hour lectures and in-class exercises

Methods of assessment and examination: class participation (10%), mid-module exam (30%) and end of term essay (60%).

Languages of instruction: English

Core texts: Core texts: Blau, F. Ferber, M. and Winkler, A. The Economics of Women, Men and Work. 7th Edition, Pearson Series in Economics.

Module Description SPL315.i **Smart & Liveable Cities and Suburbs**

Lecturer: Professor Kevin Leyden

The year 2008 marked a turning point in global historical settlement patterns; for the first time in human history the majority of people now live in urban areas. By 2030, two-thirds of the world’s population will be urban. This module explores the need to improve the way we plan and maintain our urban places. Three interrelated policy and business trends associated with urbanism are examined: Smart Cities, Liveable or Healthy Cities, and efforts to retrofit suburbia. Each of these trends has importance for enhancing our quality of life and addressing climate change. Each also creates unique economic opportunities and public and social policy challenges. The course will critically examine these trends and their unique relevance internationally and for Ireland.

Prerequisites: None

Min/Max no. of students: 25

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Midterm Examination, in class presentation and end of the semester essay.

Language of instruction: English

Core Texts: Assigned readings

Module description for SPL316: **Contemporary Irish Health Policy in Comparative Context**

Lecturer: Kealan Flynn

Ageing populations, proliferating technologies, and rising expectations and demand, have pushed healthcare to the top of the agenda across the developed world. The critical question all countries are coping with: how to improve the health of their people, while keeping the costs manageable, having regard to the historical, cultural, political and legal paths, which each country has taken?

Despite major differences in healthcare arrangements, no country has resolved the best health v best cost dilemma. While policy varies across countries, the common concern is the three objectives set by the World Health Organisation: (1) improving the health of the population they serve; (2) responding to people's expectations; and (3) providing financial protection against the costs of ill health.

With these objectives in mind, we examine a number of health policy issues in comparative context and contemporary Ireland. These include service provision, funding and governance; priority-setting and resource allocation; the role of the medical profession, the settings where healthcare is delivered; and public health. We analyse a variety of health systems, such as Australia, Germany, Holland, Japan, New Zealand, Singapore, Sweden, Taiwan, USA, UK, USA and Ireland to evaluate whether and how well these issues are being addressed in contemporary Irish health policy and Ireland's health service.

Prerequisites: None

Min./max. no. of students:  Restrictions apply

Teaching and learning methods: Lecture / tutorial

Methods of assessment and examination: Weekly learning journal (40%), end-of-term essay (2,000 words) (60%)

Languages of instruction:  English

Core texts:  Blank and Burau: Comparative Health Policy, 4th Edition, Palgrave Macmillan.

Module description for SP469: **Political Anthropology**

Lecturer: Kathy Powell

An anthropological study of politics entails the comparative study of relations of power and political processes in their historical and cultural specificity. On one hand, this means *not* using the political concepts, practices and institutions of Western modernity as a set of normative premises by which political experiences elsewhere are measured: on the other, it means viewing Western modernity itself from a relativizing perspective, recognizing its heterogeneity and own historical specificity. A focus on relations of power also involves an emphasis on political cultural practice at all levels of society, and on ordinary people as political actors, rather than on formal political institutions; this is essential to attempts to relate the ‘local’ to the ‘global’ in a meaningful way.

The course begins with classical political anthropology’s focus on non-Western political systems during the colonial era, using the example of ‘stateless societies’; we then look at anthropology’s critique of colonialism and of classical anthropology, examining themes of domination, resistance and accommodation in colonial contexts. We then focus on the concerns of political anthropology in the post-colonial era, including the problematics of “modernization” in states with large agrarian populations; the importance of “local level” politics and relations of power, including clientelism, corruption, and different cultural understandings of power; social movements and resistance: anthropological perspectives on conflict and violence.

**Classes:**

This module will involve a combination of lectures and group discussion.

**Assessment:**

Assessment will be based on two 500 word article or book chapter reviews (40%) and an end of term essay (2,000 words, accounting for 60%).

Module description for SP493 :  **Environmentalism**

Lecturer: George Taylor

It is almost impossible these days to watch the news or read a newspaper without encountering reference to the problems of Ireland’s ecology. For many the formation of the EPA was intended to address the concerns that the environmental lobby had expressed in the late 1980s. And yet, the Irish polity finds itself mired once again in environmental protest; from the eco-warriors in the glens of Wicklow, Mullaghmore in Clare, landfill disputes in Tipperary to Lancefort in Dublin. This module examines some of the theoretical origins to debates about the ‘state of the environment’. It moves from an examination of the different eco-political traditions to the problems of environmental policy in Ireland.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars

Methods of assessment and examination: The module is examined by two 2,000 word essays, each worth 50%

Languages of instruction: English

Core texts: Assigned readings

Module description for SP498**: Sociology of Religion**

Lecturer: Vesna Malesevic

The course is organized around the themes of how we sociologically understand and interpret the phenomenon of religion. The main emphasis is placed on the analysis of texts that are supplemented with the concrete empirical studies to encourage students to think sociologically about religion. We address the classical concepts of religion as well as contemporary theories, and discuss the social, political and cultural processes that affect transformation of religion and its institutions. Furthermore, we examine relationships between religion and other spheres of life in society such as politics, gender, sexuality and health.

Prerequisites: None

Min. /max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Portfolio (20%), Oral Presentation in Class (10%), Exam (20%), Final/long essay (50%)

Languages of instruction: English

Core text: Assigned readings

**SP647.1 *Northern Ireland: The Politics of a Divided Society***

Lecturer**: Michael Donnelly**

After nearly 30 years of virtual civil war Northern Ireland is now apparently, ‘at peace’. Whether or not that ‘peace’ endures is not the immediate concern of this course. Rather it seeks first, to understand why there was such a prolonged period of virtual war within its boundaries, and second, to consider what factors enabled a switch from primarily extra–constitutional forms of political discourse to apparently fully constitutional forms of political mobilisation and campaigning. It focuses in particular on analysing possible reasons as to why those who initially pursued a campaign which had as its objective the utter destruction of the state actually arrived at a point where they agreed not only to end their war, but also to become part of the actual government of the state. This will involve considering the varying claims made both by opponents of the state (as well as by those who sought to counter that campaign and to defend the state), and attempting to locate their conflict within an analytical paradigm that helps us understand the motivations of both – broadly, that of *ethnic conflict*. It will also insist, however, that *ethicity* alone is insufficient to understand the ‘deepness’ of the divisions between the two contending groups and that the ideal of *nationalism* must also be factored in to any analysis of the conflict. In that context it considers the political origins of the state and why the circumstances of its coming into being represented a major political problem. Following on from that, it considers the issues that finally brought the state to the condition of prolonged political crisis which forced a direct re-engagement in Irish affairs by an initially reluctant British state, and which also compelled successive Irish governments to become directly involved. It will look too at the attempts to resolve the conflict in ways ever mindful of the need, at least in a nominal way, to reflect liberal democratic values. Finally, it considers the new*, consociational* form of 'shared governance', which lies at the heart of the Belfast Agreement-the anchor document which underpins its current representative and governmental structures-and which was designed to represent a ‘compromise’ between it two warring factions. To what extent or not that was or will be successful remains a controversial question.

**Learning Outcomes**

On successful completion of this module students should be able to;

**1/** Demonstrate a critical awareness of the issues and problems involved in a specific area of conflict

**2/** Understand the utility of analytical paradigms for understanding political conflict

**3/** Communicate their ideas and arguments effectively in a written format about the conflict

Prerequisites: Consent of the lecturer

Min./max. no. of students: No restrictions apply.

Teaching and learning methods: Series of lectures

Methods of assessment and examination: The module will be assessed by means of a two hour examination at the end of term.

Languages of instruction: English

Core text: Assigned readings.

Module Description for SP689.i: **Childhood** **and Children’s Rights**

**Lecturer**: Caroline McGregor

The aim of this module is to provide students with a critical understanding of political and sociological perspectives on childhood and children’s rights in Ireland. The module will provide a critical framework for analysis of a range of legal, cultural, political, social and institutional discourses that are influencing current debates and policies within Ireland relating to children’s rights and Irish childhood. The contemporary Irish context will be framed within a wider historical and international context with an emphasis on deconstructing the concept of ‘children’s rights’ and ‘childhood’ as represented over different times and spaces. In particular, it will include: an overview of International and European Conventions relevant to the Rights of the Child; a detailed consideration of the development of a children’s rights discourse in Ireland, a critical examination of examples of children’s rights abuses historically and currently and comparison of Irish policy relating to children and young people with selected countries. The four main pillars of rights as set out in the UNCRC – survival; development; protection and participation - will be interrogated. A focus will be placed on the construction of children’s rights discourse vis-à-vis a wider human rights framework with a dual emphasis on the relationship between children’s and parents/guardians rights and the role of the State and its agents in mediating these rights. The module is designed to encourage inquiry based learning and debate and uses contemporary examples from policy and/or practice to stimulate critical thinking and understanding about childhood and children’s rights. The module will encourage students to draw from a range of selected web-based resources, books and journal articles to inform live debates throughout the module.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: The module will be inquiry based and will involve a combination of lectures and small group discussions/debates supported by on-line resources via Blackboard.

Methods of assessment and examination:  Contribution to class debate -30%; Written Paper 2,000 words– 70%

Languages of instruction: English

Core text: Assigned Readings provided in module handbook.

Module description for SP693.1: **Ethnicity, Nationalism and the State**

Lecturer: Michael Donnelly

The term ‘ethnic cleansing’ has now become an inexorable part of the modern political vocabulary. First used to describe events in post-communist Yugoslavia and then Rwanda, today it still conjures up chilling, popular images of the systematic slaughter of innocent people for no reason other than that of being ‘different’. Real or imagined these ‘differences’ were deemed sufficient to justify their ‘cleansing’. Despite the depiction of such atrocities within the mass media as ‘mindless barbarism’ closer examination suggests somewhat different motivations. One such in Yugoslavia, for instance, appears to have been to ensure that whatever new political state would emerge in the region following the collapse of the FRJ, it would be one based on the notion of a single ethnic group forming both the governing and administrative elites, as well as all of its citizens. Rulers and the ruled would be drawn from one ethnic pool; ‘the others’ had no place within the plan. These images from the recent past within Europe are also of course timely reminders that it is not just in the continent of Africa (like Rwanda!) where contemporary states face challenges to their legitimacy based on ethnic mobilization, and where bloody confrontations evoking the ethnic and the nation - often as interchangeable terms – have led to radical changes in some states, the fragmenting of others, and even the appearance of entirely new ones (South Sudan).

This course is designed to address these issues. In doing so it looks at the concepts of *ethnicity, nationalism* and their relationship to each other and, crucially, to that of the *state.* It does that not simply by considering them in a dry, abstract sense, but concretely, by looking at their interactions in a number specific instances of state challenges and formation that have occurred in recent years, particularly in the context alluded briefly to above.

**Learning Outcomes**

On successful completion of this module students should be able to;

**1/** Demonstrate a critical awareness of the issues and problems involved in a specific area of conflict

**2/** Understand the utility of analytical paradigms for understanding political conflict

**3/** Communicate their ideas and arguments effectively in a written format about such conflict

Prerequisites: Consent of the lecturer

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of lectures

Methods of assessment and examination: Assessment is by means of one short essay worth 20%, a 1 hour exam worth 20% and 1 long essay (60%)

Languages of instruction: English

Core text: Assigned readings.

SP702: Ireland: A Changing Society

**Lecturer: Dr Amanda Slevin**

Irish society has undergone substantial social and economic transformations that have shaped how

individuals, groups and communities experience our world. Critically analysing the forces driving these

changes is central to understanding how Irish society has evolved in recent decades. This module will

examine key issues, institutions and systems in Irish society, exploring their impacts at micro, meso and

macro levels. Tracing Ireland’s journey since the ‘1958 turn’, students will participate in a learning

journey concerned with interrogating changes within Irish society, culminating in detailed knowledge of

pressing challenges facing our society.

**Learning outcomes**:

By the end of this module students should be able to:

• Identify social and economic transformations in Irish society since 1958

• Demonstrate understanding of the ‘Celtic Tiger’ and its consequences

• Critically analyse pressing socio-economic issues, key institutions and systems in Irish society

• Apply a multi-level analytical framework to evaluate socio-economic changes in Irish society

**Assessment**

*Ireland: A changing society* will be assessed through continual assessment methods that involve a

learning portfolio (60%) and group work (40%). The portfolio of learning allows students to individually

demonstrate their engagement with the module throughout the duration of the course. The portfolio will

include responses to questions set in class, individual reflections, and worksheets with regular

submission of work occurring through Blackboard (instructions on submission will be provided in class).

The group work aspect of the module requires students to work in small groups to develop a

presentation on a key issue arising in Irish society. Marks for group work will be allocated on the basis of

participation in weekly seminars (10%), shared learning, research and dialogue within each group’s

online discussion board (10%) and group presentations (20%).

Module description for SP705.1: **Revisiting Violence: Aggression and Abuse in Contemporary Irish Family and Institutional Life.**

Lecturer: Declan Coogan,

What positive role has the media played in responding to violence in the family and in child care settings? Who abuses whom and how can we intervene effectively to deter and prevent abuse and violence in the family and in child care? Following recent inquiries, are children’s rights to safety and protection secured?

This module explores the treatment of abuse and violence by media, policy makers and practitioners. Complex realities from the past and present such as the abuse of children in care and cases where a young person assaults parents/ carers are investigated. Building on both available research and practice experiences, the module also examines the myths about and emerging responses to individuals who are abusive towards family members. Students consider such responses in the context of the treatment of abuse and violence within the family and in institutions in Ireland from the twentieth century to the present day. The module outlines different stages of political and social responses to family and institutional violence, ranging from denial to acceptance to analysis and a variety of responses. Students are provided with opportunities to make links between practice, policy and research-guided responses to family and institutional violence. Students will be encouraged to critique accepted conventional conceptions in relation to prevention of and reactions to abuse and violence.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

1. Methods of assessment and examination:  participation and presentation in class (30%) and end of semester assignment (3,000 words) (70%). In the interests of clarity and to support student learning and achievement, the assessment criteria for the end of semester assignment will be discussed and agreed with students during the semester.

Languages of instruction: English

Core text: Arnold, B (2009). *The Irish Gulag – How the State Betrayed its Innocent Children*. Dublin. Gill & Macmillan, copies available in the library and readings from an assigned reading pack available from the media centre.

**SP692 Minor dissertation.**

This option is available in Semester 2 only (further details toward of this booklet), but you may wish to think about it during the first Semester. In any event the School do not in general recommend this option, because it is uniquely challenging. If you are interested in taking this module, you should identify a lecturer during Semester 1 as a potential supervisor, and speak to her/him about your proposed topic. You will need to write a short proposal and submit this to the Year Tutor, the proposed supervising lecturer and the Head of School (Dr. Anne Byrne) before the end of Semester 1. There is a form for this on the School website. If your application is approved, then in Semester 2 you will begin working on a 4,000 word dissertation under supervision. This module is ideally suited to students interested in conducting independent research, and in particular those intending to pursue a post-graduate research degree. It is a requirement that students taking this module will have completed one of the Option Modules on offer in semester 1 to a high level. Admission to this option is quite tightly controlled, as it is suited only to students who show evidence of very high academic performance and a capacity for independent study.

**Core modules Semester 2, 2017-2018**

***SP 305 Comparative Public Policy*** Dr. George Taylor

***SP 406 Principles of Political Theory*** Dr. Kevin Ryan/Dr. Allyn Fives

Timetable:

|  |  |  |
| --- | --- | --- |
| MODULE |  |  |
| **SP 305 Comparative Public Policy** | Tuesday 3-4pm  Kirwan Theatre | Wednesday 4-5pm  O hEocha Theatre (AM250) |
| **SP 406 Principles of Political Theory** | Monday 11-12am  O hEocha Theatre (AM250) | Thursday 3-4pm  O hEocha Theatre (AM250) |

**Examinations in core modules:**

Assessment in semester two core modules (like semester one core modules) employs formal sit-down written examinations. Semester two examinations are organised and administered by the University Examinations Office and take place in the period from Monday 30th April 2018. Information about exact dates for individual examinations is available only from Examinations Office

**Core Modules Semester 2: short course descriptions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Semester | Contact hours/weekly |  | ECTS |
| SP305 | **2** | **3** (2 lectures and a voluntary advice session) |  | **5** |

Module description: **Comparative Public Policy**

Lecturer: George Taylor

The module is divided into two parts. The first part deals with a range of theoretical issues involved in the comparative analysis of public policy. The second part of the module deals with a number of specific policy areas, exploring similarities and differences in how these have been handled in different national contexts.

Prerequisites: None

Min./max. no. of students: No restrictions apply.

Teaching and learning methods: Series of lectures.

Methods of assessment and examination: Two hour written examination and by essay or other form of mid term assessment such as a multiple choice exam, worth 20%.

Languages of instruction: English

Core text: Assigned readings

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Semester | Contact hours/weekly |  | ECTS |
| SP406 | **2** | **3** (2 lectures, plus optional advice) |  | **5** |

Module description: **Principles of Political Theory**

Lecturer: Dr. Allyn Fives/Dr. Kevin Ryan

Prerequisites: None

Min./max. no. of students: No restrictions apply.

Teaching and learning methods: Series of lectures.

What questions are fundamental when we consider politics and democracy? The two questions addressed in the first part of the course concern justice and legitimacy: what is the just distribution of benefits and burdens; and what is the legitimate exercise of political authority? The first part of the course also introduces the most keenly debated principles in contemporary political theory: utility, liberty, equality, reasonableness, membership, and legitimacy. In doing so it both discusses the work of the major figures in the discipline and also explores how their arguments are applied to real world political issues. Contemporary theorists draw on a range of philosophical traditions from the 20th century and earlier (including utilitarianism, liberalism, Marxism, republicanism, feminism, and Aristotelianism) and their work is highly relevant to attempts to deal with issues such as how to reduce domination and deprivation, how to deal with moral pluralism, what responsibilities we have for non-citizens, and how to justify public policy priorities.

In the second part of the course, many of these substantive concerns (in particular liberty, equality, solidarity, domination, and pluralism) are re-examined through the lens of democratic theory. In the lectures we examine two major currents in contemporary democratic theory: ‘deliberative’ democracy and ‘agonistic’ democracy. As a way of thinking about politics and ‘the political’, the concept of agonism emphasises struggle, contest and plurality. Originating in the athletic and oratorical contests of ancient Greece, this has recently come to characterise a distinct branch of democratic theory. Contemporary agonists have staged a critical debate with normative theories that prioritise rational deliberation and consensus as the means and ends of democratic politics. Although there are important differences in the respective approaches of deliberative and agonistic democrats, they also have certain things in common: the idea that democracy as it currently exists is constrained, even flawed, and the argument that the promise of democracy can only be fulfilled if people are both willing and able to play a more active and direct role in political life.

Methods of assessment and examination: Two-hour written examination (worth 80%) and mid-term assignment (worth 20%).

Languages of instruction: English.

Core text: Assigned Readings

**Descriptions of Option Modules in Semester 2**

Module description for SP419 : **Marxist Theory**

Lecturer: George Taylor

The module examines the core themes within Marx’s work through a detailed textual examination of his major publications. The last three seminars explore critical views of Marx’s work from the Weberian, feminist and environmentalist positions.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars.

Methods of assessment and examination: The module is examined by one mid-term exam and a 2,000 word essay.

Languages of instruction: English

Core texts: Lucio Colletti ed.

Module description for SP420: **Sociology of the Environment**

Lecturer: Mike Hynes

The physical environment both shapes and reflects human activity in diverse ways, many of which leave lasting traces of social interaction. This module focuses on society-environment interactions and how they can be explained sociologically. It aims to shift our perceptions of the environment around us so that we can see it as fitting into past and present socio-cultural and political systems. Even the natural environment is ‘built’; it has not evolved all by itself, but has developed in the context of centuries of social and political life. The module explores the relationship between social and political transformation and environmental change. It also asks to what extent interactions between society and setting remain hidden and how political influences shape the ways in which they are perceived. Environmentalism as a form of social organisation and its contributions to contemporary life and debates on sustainability will receive particular attention.

The module normally includes a one-day fieldtrip.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

Method of Assessment: An end-of-term **essay of at least 2,000 words**; this essay is allocated 50% of the marks for the module. The latest date for submitting the final essay will be announced at the beginning of the semester. The remaining 50% of the marks derive from continuous assessment. This will include class attendance and participation and **three short assignments** by each student on products of reading and class discussion. In addition, there will be **in-class** **presentations** by students.

Module description for SP449: **Mexican Politics and Society**

Lecturer: Kathy Powell

The course begins by examining some of the major social and political processes from Independence to the Revolution, and 20thCentury post-revolutionary state-building, which have shaped the political landscape of contemporary Mexico. A major theme is the terms of engagement between powerholders and the major social groups of the peasantry and the working class, focusing on the political cultural practices and relations of power which sustained one-party post-revolutionary authoritarianism, and the ongoing implications of these for autonomous popular and indigenous movements and the political left; these were of particular importance in Mexico’s shift to neoliberalism in the 1980s, which has had a radical socio-economic and political impact upon the peasantry and working classes. We examine the ways in which this has re-shaped the relations between the popular classes and the state, and evaluate the nature and the quality of the ‘democratic transition’ which accompanied this shift.

The course will also explore transborder politics, both north and south. The large-scale exploitation of Mexican labour in the USA, contentious US immigration policy and rising anti-immigrant sentiment, the situation of Mexico as a transit route for Central American migrants heading for the USA, the importance of migration both for Mexican and Central American families and for their national economies – all contribute to a complex and explosive political issue which is currently both exacerbated and misrecognized by the violence in the region associated with the growth of the narco economy and organized crime, and Mexico’s ‘war on drugs’ policy.

Teaching: Teaching is by a weekly two hour class, comprising lectures and discussion.

Course Assessment: Assessment will be based on two 500 word article or book chapter reviews (40%) and an end of term essay (2,000 words, accounting for 60%).

Languages of instruction: English

Core text: Assigned readings.

Module Description for SP459: **The Irish Administrative System**

Lecturer: Michelle Millar

This module provides an introduction to the contemporary Irish administrative system. The main aim is to provide students with an understanding of the administrative machinery within the Irish political system. As well as examining the Irish civil service, students will be introduced to the second and third tiers of Irish public administration, namely local government and state sponsored bodies. In addition, the Irish health services are examined and the politico-administrative methods of controlling the vast administrative system are considered. Underlying the contents of this module is the historical development of Irish public administration. Furthermore, students will gain insight and understanding of the current reform process being undertaken in the Irish administrative system.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Two essays, each worth 50%.

Languages of instruction: English

Core text: Assigned readings.

Module description for SP470 : **Politics in the Republic of Ireland**

Lecturer: Michael Donnelly

This module considers the institutions that comprise the formal structures of the state, including its parliament and the constitution that underpins it, as well as the political parties which contest its elections. The electoral system itself is also examined as too is the method by which amendments are made to the constitution. Irish local government, its structures, strengths and weaknesses are examined as too is Ireland’s role within the European Union. The latter is particularly important in terms of considering the policy areas which currently form the basis of both inter-party competition and consensus within the state.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

Methods of assessment and examination:

Assessment is by a formal two hour examination at the end of the module.

Languages of instruction: English

Core text: Assigned readings

Module description for SP586**: The Sociology of Sexuality**

Lecturer: Vesna Malesevic

Many people tend to think of sexuality exclusively in terms of the natural, biological and unchanging patterns of thought and action. In this course, we adopt a sociological perspective focusing on society and its role in shaping human sexuality. During the course, we will focus on the three major sets of issues: theoretical and methodological perspectives in the study of sexuality, social construction of sexuality and social regulation of sexuality.

We begin with an examination of the major sociological theories in the study of sexuality and the different research methodologies used. We will end this section by discussing the concepts such as heterosexuality, femininity and masculinity. We also examine the relationship between sexuality and power where we critically evaluate how social institutions and different discourses of knowledge regulate individuals’ sexual identity formation and consequent social and political participation. Finally, we look into the influence and role of the media and technological advancement in relation to the changing perception, performance and expression of one’s sexuality.

Prerequisites: None

Min. /max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Portfolio (20%), Oral presentation in class (10%), Exam (20%), Essay (50%)

 Languages of instruction: English

Core text: Assigned readings

**SP647.11 *Northern Ireland: The Politics of a Divided Society***

Lecturer**: Michael Donnelly**

After nearly 30 years of virtual civil war Northern Ireland is now apparently, ‘at peace’. Whether or not that ‘peace’ endures is not the immediate concern of this course. Rather it seeks first, to understand why there was such a prolonged period of virtual war within its boundaries, and second, to consider what factors enabled a switch from primarily extra–constitutional forms of political discourse to apparently fully constitutional forms of political mobilisation and campaigning. It focuses in particular on analysing possible reasons as to why those who initially pursued a campaign which had as its objective the utter destruction of the state actually arrived at a point where they agreed not only to end their war, but also to become part of the actual government of the state. This will involve considering the varying claims made both by opponents of the state (as well as by those who sought to counter that campaign and to defend the state), and attempting to locate their conflict within an analytical paradigm that helps us understand the motivations of both – broadly, that of *ethnic conflict*. It will also insist, however, that *ethicity* alone is insufficient to understand the ‘deepness’ of the divisions between the two contending groups and that the ideal of *nationalism* must also be factored in to any analysis of the conflict. In that context it considers the political origins of the state and why the circumstances of its coming into being represented a major political problem. Following on from that, it considers the issues that finally brought the state to the condition of prolonged political crisis which forced a direct re-engagement in Irish affairs by an initially reluctant British state, and which also compelled successive Irish governments to become directly involved. It will look too at the attempts to resolve the conflict in ways ever mindful of the need, at least in a nominal way, to reflect liberal democratic values. Finally, it considers the new*, consociational* form of 'shared governance', which lies at the heart of the Belfast Agreement-the anchor document which underpins its current representative and governmental structures-and which was designed to represent a ‘compromise’ between it two warring factions. To what extent or not that was or will be successful remains a controversial question.

**Learning Outcomes**

On successful completion of this module students should be able to;

**1/** Demonstrate a critical awareness of the issues and problems involved in a specific area of conflict

**2/** Understand the utility of analytical paradigms for understanding political conflict

**3/** Communicate their ideas and arguments effectively in a written format about the conflict

Prerequisites: Consent of the lecturer

Min./max. no. of students: No restrictions apply.

Teaching and learning methods: Series of lectures

Methods of assessment and examination: The module will be assessed by means of a two hour examination at the end of term.

Languages of instruction: English

Core text: Assigned readings.

Module description for SP693.11: **Ethnicity, Nationalism and the State**

Lecturer: Michael Donnelly

The term ‘ethnic cleansing’ has now become an inexorable part of the modern political vocabulary. First used to describe events in post-communist Yugoslavia and then Rwanda, today it still conjures up chilling, popular images of the systematic slaughter of innocent people for no reason other than that of being ‘different’. Real or imagined these ‘differences’ were deemed sufficient to justify their ‘cleansing’. Despite the depiction of such atrocities within the mass media as ‘mindless barbarism’ closer examination suggests somewhat different motivations. One such in Yugoslavia, for instance, appears to have been to ensure that whatever new political state would emerge in the region following the collapse of the FRJ, it would be one based on the notion of a single ethnic group forming both the governing and administrative elites, as well as all of its citizens. Rulers and the ruled would be drawn from one ethnic pool; ‘the others’ had no place within the plan. These images from the recent past within Europe are also of course timely reminders that it is not just in the continent of Africa (like Rwanda!) where contemporary states face challenges to their legitimacy based on ethnic mobilization, and where bloody confrontations evoking the ethnic and the nation - often as interchangeable terms – have led to radical changes in some states, the fragmenting of others, and even the appearance of entirely new ones (South Sudan).

This course is designed to address these issues. In doing so it looks at the concepts of *ethnicity, nationalism* and their relationship to each other and, crucially, to that of the *state.* It does that not simply by considering them in a dry, abstract sense, but concretely, by looking at their interactions in a number specific instances of state challenges and formation that have occurred in recent years, particularly in the context alluded briefly to above.

**Learning Outcomes**

On successful completion of this module students should be able to;

**1/** Demonstrate a critical awareness of the issues and problems involved in a specific area of conflict

**2/** Understand the utility of analytical paradigms for understanding political conflict

**3/** Communicate their ideas and arguments effectively in a written format about such conflict

Prerequisites: Consent of the lecturer

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of lectures

Methods of assessment and examination: Assessment is by means of one short essay worth 20%, a 1 hour exam worth 20% and 1 long essay (60%)

Languages of instruction: English

Core text: Assigned readings.

Module description for SP695: **Social and Political Context of Activism and Advocacy**

Lecturer: Su-ming Khoo

This aim of this module is to which provide an introduction to the social and political context of advocacy and activism, linking the national and international contexts for the rise of advocacy and activism. It explores the relationships between the state, market and civil society sectors and charts the dynamic emergence of new social and political actors in local and transnational public advocacy.

A framework for understanding is developed, focusing on three areas of local and global activism – rights, (including women’s rights), development and environment. The discussion of these three areas gives rise to sociological, political and ethical questions, which are explored and discussed. The rise of new actors such as NGOs, transnational advocacy networks and think tanks is examined in relation to global institutions and events such as the formation of the UN and proclamation of the UDHR, the UNDP and Declaration of the Right to Development, the collapse of WTO discussions at Seattle and Cancun, the Stockholm and Rio conferences and the establishment of the World Social Forum in 2002.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars.

Methods of assessment and examination: ONE approximately 5,000 word essay in **two** parts: The.

NB your detailed topics **must** be agreed with the lecturer before completing Part A.

**Part A (Maximum 2,000 words) Part A is due (after Reading Week)**

Research and describe a **case-study** of a public advocacy campaign or organization, which may be historical or contemporary.

**Part B (Max 3,000 words) Part B is due**

Provide an analysis of your chosen campaign or organization and its impact, commenting the relevance of the idea of civil society and on the wider social, political, and economic context. You must consider the national and international context for your case-study and should draw upon the course reading material, supplementing this with your own additional research.

Languages of instruction: English

Core texts: assigned readings

Module description for SP699**: Buddism Prostitution & The State**

Lecturer: Eilis Ward

This module will take buddhist social thought and philosophy as sets of conceptual resources to explore key issues for contemporary politics and society in both buddhist and non-buddhist societies (Asian and non-Asian).

It will initially set out key aspects of buddhism and its social theory and plot the development of buddhist thought by tracing its course through both time and cultures from India, through Asia and to the West. Particular attention will be paid to concepts of non-duality, compassion, interdependence and suffering and how these relate to social theory and political action today. The module will examine some concerns of ‘socially engaged buddhism’ such as peace and peace work, buddhist ethics, social service and the environment.

Reflecting buddhism’s emphasis (as a practice and philosophy) on direct experience, learning on the module will emphasise participation, collective dialogue and full engagement with the topic. Apart from initial introductory lectures, the module will proceed in the form of a seminar.

*Students will be expected to read widely, keep up with weekly readings and take initiatives with regard to identifying topics for assessment-componments (such as the final essay).*

Readings for the module will be built around a number of core books and additional texts available in the Library.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars.

Methods of assessment and examination: Short Essay 20% of final mark; Presentation 30% of final mark; Final Essay50% of final mark

Languages of instruction: English

Core text: Assigned readings

Module Description for SP701: **Children and Young People in Families Today**

Lecturer: Carmel Devaney

This module is designed to give students an oppurtunity to consider children as both part of the family unit and as separate individulas in their own right. An overview of the relationship in Ireland between children and families and the state in will provide the framework for learning and discussion. The module will provide an expoloration of contemporary issues in children and families such as family life itself, child protection and welfare, child poverty and neglect, childrens rights, youth and wellbeing, ethnicity and culture with reference to both the national and international contexts. The family and its role will underpin all dsicussion on childhood issues with a focus on how best to respond to the needs of children and young people. This module will be particularly useful for students considering further studies or careers in social work, community development or family support settings.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Mid-term paper, in class presentation and end of semester essay

Languages of instruction: English

Core texts: Assigned readings

Module description for SP705.ii: **Revisiting Violence: Aggression and Abuse in Contemporary Irish Family and Institutional Life.**

Lecturer: Declan Coogan,

What positive role has the media played in responding to violence in the family and in child care settings? Who abuses whom and how can we intervene effectively to deter and prevent abuse and violence in the family and in child care? Following recent inquiries, are children’s rights to safety and protection secured?

This module explores the treatment of abuse and violence by media, policy makers and practitioners. Complex realities from the past and present such as the abuse of children in care and cases where a young person assaults parents/ carers are investigated. Building on both available research and practice experiences, the module also examines the myths about and emerging responses to individuals who are abusive towards family members. Students consider such responses in the context of the treatment of abuse and violence within the family and in institutions in Ireland from the twentieth century to the present day. The module outlines different stages of political and social responses to family and institutional violence, ranging from denial to acceptance to analysis and a variety of responses. Students are provided with opportunities to make links between practice, policy and research-guided responses to family and institutional violence. Students will be encouraged to critique accepted conventional conceptions in relation to prevention of and reactions to abuse and violence.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

1. Methods of assessment and examination:  participation and presentation in class (30%) and end of semester assignment (3,000 words) (70%). In the interests of clarity and to support student learning and achievement, the assessment criteria for the end of semester assignment will be discussed and agreed with students during the semester.

Languages of instruction: English

Core text: Arnold, B (2009). *The Irish Gulag – How the State Betrayed its Innocent Children*. Dublin. Gill & Macmillan, copies available in the library and readings from an assigned reading pack available from the media centre.

Module description for SP721 **Ocean & Marine Politics**

Lecturer: Brendan Flynn

This course explores some of the politics that happens at sea. In particular we will focus on the politics of fishing and marine renewable energy, and to a lesser extent we will look at conflicts over marine natural resources, disputes on marine boundaries, and the role of the state as regards all matters of the sea. The course explores various theoretical perspectives, in particular an emerging literature which stresses the ‘social construction’ of the sea, and the concept of ‘resilience’. We will also examine methodological questions, or how should we study a politics of the seas? Here the focus is on exploring to what extent qualitative ethnographic methods can help shed understanding and context on complex marine based activities.

Prerequisites: None

Min./max. no. of students: Restrictions Apply.

Teaching and learning methods: Series of seminars.

Methods of assessment and examination: Two essays, each worth 50%

Languages of instruction: English

Core texts: Jacques, Peter and Zachary A. Smith. (2003) *Ocean Politics and Policy: A Reference Handbook.* ABC-CLIO Ltd. 333.9164 JAC

Module description for SP3107: **Political Reform in Ireland**

Lecturer: Kealan Flynn

The banking collapse and economic crisis that began in 2008 calls into question the way in which public policies are made and put into effect in Ireland. A critical question is whether and how well Ireland's institutions were ready and able to cope with the crash, if they even saw it coming at all.

As Hardiman (2010) points out, "In contrast with other Europeancountries in the grip of crisis, the political system was not fundamentally challenged and the incumbent government held onto power. But confidence in government’s capacity to respond adequately fell to historically low levels." The Fine Gael / Labour government promised radical political reform, but are the changes it has made enough to restore public confidence? Has Ireland become European enough in that

sense? Should we chart a separate course, suitable to our situation, given that Europe itself hasn't handled the crisis so well?

To try and answer these and other questions, this course examines a range of issues, such as political culture, institutional design and reform, electoral reform, parliamentary reform, cabinet reform, civil service reform, local government reform, and open government. As well as grounding students in the latest debates, it is hoped the course will help them become fully engaged in politics and as citizens.

Prerequisites: None.

Min/max number of students: Restrictions apply.

Teaching and learning methods: Lecture integrating class discussion.

Methods of assessment: Weekly learning journal (covering all learning outcomes over the course of the term) worth 40% of overall grade; plus end-of-term essay worth remaining 60% of grade.

Language of instruction: English.

Core texts:  There is no single textbook for all topics. Excellent readers include:

1. John Coakley (2013): Reforming Political Institutions: Ireland in Comparative Perspective. Dublin: Institute of Public Administration. 320.9415 COA
2. John Coakley and Michael Gallagher eds. (2009): Politics in the Republic of Ireland. Fifth Edition. London: Routledge. 320.9415 POL
3. Niamh Hardiman (2012): Irish Governance in Crisis. Manchester: Manchester University Press.
4. Muiris MacCarthaigh and Maurice Manning eds. (2010): The Houses of the Oireachtas: Parliament in Ireland. Dublin: Institute of Public Administration. 328.417 HOU
5. Peter Mair (2013): Ruling the Void: The Hollowing of Western Democracy. London: Verso Books.
6. Conor McGrath and Eoin O’Malley eds (2007): Irish Political Studies Reader: Key Contributions. London: Routledge. 320.9415 IRI
7. Eoin O’Malley ed. (2012): Governing Ireland: From Cabinet Government to Delegated Governance. Dublin: Institute of Public Administration. 321.809417 OMA

Assigned readings: Readings will be notified in class.The Irish journals used in this module are: •    Administration •    Irish Political Studies  Students should also use e.g. •    Economic and Social Review •    Journal of Elections, Public Opinion and Parties •    Parliamentary Affairs •    Party Politics  All are accessible online, except Administration.

Module description for SP3115  **Volunteering: Theory, Policy and Practice**

Lecturer:  Lorraine Tansey

The concept of volunteering and its associated terms—such as social movements, active citizenship, civic engagement and community development—have become a centrepiece of public policy discourses over the past two decades.  As a result, various volunteering initiatives have been adopted in education, workplace settings and through government programmes.  Examples include national civic programmes, formal recognition of student volunteering through extra-curricular awards, the rise of social entrepreneurship and employer-led volunteering through corporate social responsibility agendas. Yet if we carefully examine the notions of volunteering, it is deeply contested.  This course critically examines the many assumptions underlying the concepts of volunteering and will engage us in personal and critical reflection on our practices as citizens. We will approach volunteering from a real-world problem based perspective in this service learning course.  Your varied experiences and views will be vital to building our knowledge, skills and attitudes.  Learning in this course will be transferable as the techniques we practice can be applied elsewhere and develop your research and analytical skills.  By the end of this course participants will have a clear understanding of the theoretical groundings of volunteering and its expressions in practice; an in-depth knowledge of numerous programmes and initiatives; and, a well-developed foundation in research methods.

Prerequisites: None

Min./max. no. of students:  Restrictions apply

Teaching and learning methods: Series of seminars and service learning placement in community organisation.

Methods of assessment and examination:  Assessment will be divided:  Reflection Portfolio (20%), Oral Presentation in Class (20%), Reading Journals (20%), Final/long essay (40%)

Languages of instruction:  English

Core texts: Assigned readings

Module description for SP3117:  **The Sociology of Agriculture**

Lecturer: Anne Cassidy

This module explores the Sociology of Agriculture largely from an Irish perspective but also with an eye to the wider European context. Even as society moves closer to an urban industrialised model, agriculture and family farming continues to play an important role not only in economic terms but also socially and culturally. This module examines the position and nature of agriculture in modern society and specifically focuses on themes of gender, power, cultural representations of farming and the impact of discourse frameworks on individuals who are part of this community. To begin with it looks at broader themes within the Sociology of Agriculture. Then it moves on to look at gender including masculinity and femininity within farming. After this the concept of attachments to land and the succession process are explored. This is followed by a closer examination of children and young people within farming and its impact on their childhoods and future choices. Then the role of agricultural policy and its influence on farming is discussed, followed by an exploration of the cultural representations of farming in the media and public discourse. Lastly, rural change and development is focused upon with specific emphasis on migration and education.

Prerequisites: None

Min. /max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Individual Presentation (20%) Learning Journal (20%) End of Term Essay (2,000 words) 6

Languages of instruction: English

Core text: Assigned readings

Module description for SP3119 : **Green Political Thought**

Lecturer: Gerry Fitzpatrick

This module aims to shed light on the current ecological contradictions in our public affairs through a multidisciplinary approach including philosophy, the history of political thought, contemporary political theory, political economy and IR. The theoretical underpinnings of current green policy-making and practice shall thus be articulated by placing them in a larger historical and metaphysical context.

The origins of modern ecologism date back to the 1960s with concerns relating to chemical poisoning of soils and pollution in cities becoming prominent. Many contemporary Green organisations such as Friends of the Earth and Greenpeace were founded in the early 1970s. Green political parties began to have elected representatives form the 1980s onwards. In the past twenty years the problem of climate change above all has brought environmental issues to the forefront of the media and political agenda.

Min./Max. no. of students: Restrictions apply

Teaching and learning methods: Series of Lectures and Seminars. Students must participate in the seminar and will be expected to deliver oral and written presentations.

Languages of instruction: English

Core text: Assigned readings

Methods of Assessment:

\* Mid-term short paper of 1,000 words: 2**0%** Submit in class

\* Continuous Assessment exercise: **20%** Seminar presentation

\* Extended Essay of 2,000 words: **60%** Submit by final deadline

Module Description **for SP3120 Degrees Of Freedom: The Politics of Poverty, Welfare, and Punishment**

Lecturer: *Kevin Ryan*

From a policy perspective, poverty is generally understood to be a state of privation, either absolute or relative, which can be addressed through ‘poverty-reduction’ strategies, the aim of which is to reduce material inequality. However, if we shift our focus from ‘poverty’ to ‘the poor’, and if we approach the present via the past, then we see how a whole series of attempts to ‘assist’ and ‘discipline’ the poor have shaped not only the relationship between welfare and punishment, but also the practice of freedom itself. In this module we examine how ideas concerning the poor are made practical and technical, and how this forms part of a more encompassing ‘governmentality’ in the context of modern liberal democratic societies. The first half of the course provides students with a set of theoretical tools before examining how the poor were governed during the 19th century, focusing in particular on novel forms of public assistance, the birth of the modern penitentiary, and the beginnings of professional social work. The second half of the course covers the period from roughly 1970 to the present. This period saw a complex problem known as the ‘new’ poverty emerge, which subsequently split into relatively distinct discourses, on the one hand framed by the notion of an ‘underclass’, and on the other hand by the problem of ‘social exclusion’. As we bring these contexts together we will see how the practice of freedom is conditioned and constrained by social technologies that attempt to ‘act upon the actions’ of the poor.

The objective of the module is to introduce the student to governmentality theory and the genealogical method of critical inquiry through the study of key academic texts in the field of poverty research. While the course takes an historical approach, it should be noted that the aim is to use the past as a critical vantage point on the present, or in the terminology of genealogical critique, the module conducts a ‘history of the present’.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Midterm assignment, in-class presentation, learning portfolio, end of semester essay (2,000 words)

Language of instruction: English

Core Texts: Assigned readings

Module description for SP3123:  **Travellers, Rights and Nomadism**

Lecturer:  Hannagh Mc Ginley

Irish Travellers are a small indigenous ethnic minority. Despite their long history of nomadism and their unique cultural traditions, there has been limited recognition of their uniqueness in political and social terms. They have been identified in numerous studies as the ethnic group that experiences the most intense discrimination in Ireland. Using a critical theoretical and transformative lens, the aim of this course is: a) to analyse the uniqueness of Travellers’ ethnicity and culture; b) to examine the injustices and discriminations that they experience across different social institutions, and c) to explore how their rights could be enhanced and protected in areas such as education, housing, health care, employment and the legal system. The course will also examine why nomadic people, including Roma and Travellers, are subjected to prolonged intense racism across Europe in the context of contemporary theoretical debates on racism and nomadism. The course has been designed in collaboration with a number of Traveller organisations (including Roma people). The focus is not only on analysing injustices but on researching transformatively how best to address injustices experienced by nomadic peoples.

**Learning Outcomes**

On completion of the course the students should have developed;

1. A theoretically-informed advanced understanding of Travellers as an ethnic minority
2. A deep scholarly understanding of Nomadism and its social justice implications in advanced capitalist societies
3. An in-depth knowledge of the complex discriminations and injustices experienced by Travellers and Roma in Ireland in particular, but also in Europe
4. An advanced scholarly framework as to how to work transformatively to overcome the injustices experienced by Travellers and Roma across major social and political institutions

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Assessment will be based on:Class-based Assignment (20%); Class participation (20%); Final Research Essay (60%)

Languages of instruction: English

Core texts: Assigned readings

Module description for SPL302:  **Conflict and Territory**

Lecturer: Niall O Dochartaigh

Territorial disputes are at the heart of a wide range of violent conflicts across the globe. This course introduces students to key theoretical perspectives on conflict and on territory and examines recent scholarly efforts to improve our understanding of the relationship between the two. We begin by looking at key texts and key arguments and assessing existing explanations of the apparent intractability of so many territorial disputes. The course goes on to explore the relationship between nationalism and ethnic identity and violent territorial conflict at a variety of scales. It finishes by applying these theoretical perspectives to the contemporary experience of conflict in Northern Ireland and Israel/Palestine.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Series of seminars

Methods of assessment and examination:  Mid-term assignment (1,500 words) (20%) submit in class; Reading exercises (20%) submit weekly in class and end of term essay (3,000 words) (60%)

Languages of instruction: English

Core text: Selected readings

Module description for SPL314: **Theories of Nationalism**

Lecturer: Judith O’Connell

Whilst many would agree that nationalism is a loyalty or devotion to one’s nation above all others, some theorists have asked how this affiliation comes into being. Is nationalism an innate natural emotion or is it a social construct? This course will examine the main contemporary theories of nationalism, analyse key concepts and discuss classical debates in the study of nationalism. We will analyse nationalism's emergence and endurance as a factor in modern politics and society. Topics covered include: nationalism and state-building, nationalism and economic modernization, nationalism and identity, by applying these theoretical perspectives to the contemporary experience of conflict in Northern Ireland and Israel/Palestine.

Prerequisites: None

Min./max. no. of students: No restrictions apply.

Teaching and learning methods: Series of seminars

Methods of assessment and examination:  Class participation (20%) in-class exam (30%) and essay (2,000 words) (50%)

Languages of instruction: English

Core text: Selected readings

Module Description SPL315.i **Smart & Liveable Cities and Suburbs**

Lecturer: Professor Kevin Leyden

The year 2008 marked a turning point in global historical settlement patterns; for the first time in human history the majority of people now live in urban areas. By 2030, two-thirds of the world’s population will be urban. This module explores the need to improve the way we plan and maintain our urban places. Three interrelated policy and business trends associated with urbanism are examined: Smart Cities, Liveable or Healthy Cities, and efforts to retrofit suburbia. Each of these trends has importance for enhancing our quality of life and addressing climate change. Each also creates unique economic opportunities and public and social policy challenges. The course will critically examine these trends and their unique relevance internationally and for Ireland.

Prerequisites: None

Min/Max no. of students: 25

Teaching and learning methods: Series of seminars

Methods of assessment and examination: Midterm Examination, in class presentation and end of the semester essay.

Language of instruction: English

Core Texts: Assigned readings

**Minor dissertation**.

This module is suitable for students interested in conducting independent research, and in particular those intending to pursue a post-graduate research degree. It is offered in semester 2 only, and it is a requirement of the module that applicants will have completed one of the Option Modules on offer in semester 1.

Applications for this module, in the form of a proposal (form on School website), must be made to the proposed Lecturer chosen supervisor, Year Tutor (Prof. Haugaard) and Head of School (Dr. Anne Byrne) and approved before the commencement of semester 2. Students taking this module are required to write an extended essay of 4,000 words under supervision, and will have discussed and agreed a topic with a lecturer during Semester 1. The final draft of the dissertation must be submitted on or before the day designated for the submission of final essays for all Option Modules.



***Essay Entry Form***

**- Semester 1 -**

(3BA Political Science and Sociology, Academic Year 2017/18)

Name:

ID number:

Telephone:

Email:

**Module Code** (e.g. SP586)**:**

Title of the Option Module:

Essay title:

Number of pages:

Bibliography attached? Yes No

**I hereby certify that I understand what plagiarism is and that this essay is entirely my own work. Neither the paper in its entirety nor parts thereof have been published elsewhere in either paper or electronic form, unless indicated through referencing, nor have I paid someone else to write it. I understand that this work must be entered on a database (turn-it-in) to enable detection of similarities.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature (Physical or electronic) Date



***Essay Entry Form***

Semester 2

(3BA Political Science and Sociology, Academic Year 2017/18)

Name:

ID number:

Telephone:

Email:

**Module Code** (e.g. SP586)**:**

Title of the Option Module:

Essay title:

Number of pages:

Bibliography attached? Yes No

**I hereby certify that I understand what plagiarism is and that this essay is entirely my own work. Neither the paper in its entirety nor parts thereof have been published elsewhere in either paper or electronic form unless indicated through referencing, nor have I paid someone else to write it. I understand that this work may be entered on a database to enable detection of similarities and I give my consent to this.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature (Physical or electronic) Date