Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Sciences & Philosophy
Department of Sociology.

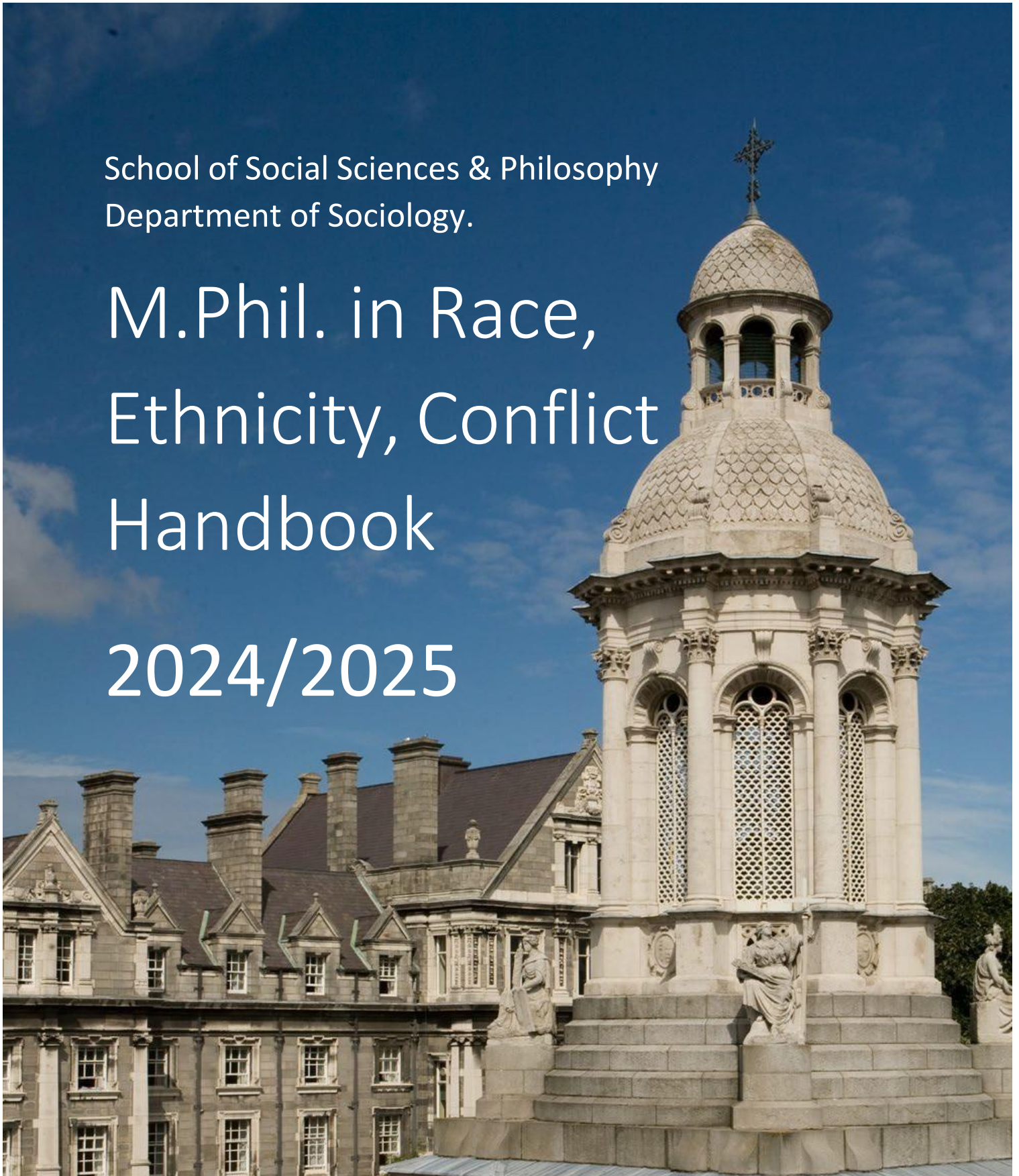# M.Phil. in Race, Ethnicity, Conflict Handbook

2024/2025

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A note on this Handbook

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulation in the Calendar will prevail.

Alternative formats of the Handbooks can be made available on request.

1. General College Information

1.1 Student Services & Support

The Programme Administrator sociology@tcd.ie is your first port of call for all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help smooth your route through college. You can find further information at the links below:

- **Careers Advisory Service** | www.tcd.ie/careers
- **Graduate Studies Office** | www.tcd.ie/graduatestudies
- **Mature Student Office** | www.tcd.ie/maturestudents
- **Student Services Website** | www.tcd.ie/studentservices
- **Trinity Disability Service** | www.tcd.ie/disability
- **Student Learning Development** | https://student-learning.tcd.ie/

1.2 Postgraduate Advisory Service (PAS)

What?

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

Why?

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

How?

For an appointment, please e-mail postgrad.support@tcd.ie.

For further information, please visit our website, check out the regular PAS newsletter sent to all postgraduates via email, or follow PAS on Instagram (@TCDPGAdvisory).

1.3 Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Students seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie.

Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Further information on Postgraduate Student Supports [here](#).

Examination accommodation and deadlines:
Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments: the last Friday of October annually.
- Semester 2 assessments: the last Friday of February annually.

Student responsibilities for departmental assessments/course tests:
Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy. For further information please visit: https://www.tcd.ie/disability/current/how-reasonable-accommodations-work-in-trinity/

1.4 Co-Curricular Activities

- **TCD Sports Clubs** | https://www.tcd.ie/sport/student-sport/sport-clubs/
  Trinity has 50 sports clubs in a range of disciplines, from Basketball to Archery.

- **TCD Societies** | trinitysocieties.ie
  Trinity offers over 100 societies across the University. From arts, culture, politics and debating to gaming, advocacy and music, you're sure to find your niche.

- **Student Union** | www.tcdsu.org
  The Trinity College Students Union is a union for students, by students. It represents the student body at College level.

1.5 Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

1.6 Data Protection

Please note that due to data protection requirements, staff in the School of Social Sciences and Philosophy cannot discuss individual students with parents/guardians or other family members. As the University considers students, even if they are not yet 18, to have the maturity to give consent for the use of their data, in normal circumstances, the University will not disclose personal data to the parents, guardians or other representatives of a student without the student's consent.

The University's preference is to receive written consent by way of email from the student where possible. Without such consent the University will not release any details regarding students including details of their registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes and we are careful to comply with our obligations under data protection laws.

Further information on how we obtain, use, and disclose student data can be viewed on the Trinity website: www.tcd.ie/dataprotection

1.7 Health & Safety Statements

The College Safety Statement can be viewed on the Trinity website:
https://www.tcd.ie/students/orientation/shw/

1.8 University Regulations

Please reference the links below for College regulations, policies and procedures:

- **Academic Policies**
  www.tcd.ie/teaching-learning/academic-policies

- **Student Complaints Procedure**
  www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf

- **Dignity and Respect Policy**
  www.tcd.ie/hr/assets/pdf/dignity-and-respect.pdf

2. General Course Information

2.1 Introduction

Welcome from Programme Director

Dear Students,

Welcome to the M.Phil. in Race, Ethnicity, Conflict Programme at Trinity College Dublin.
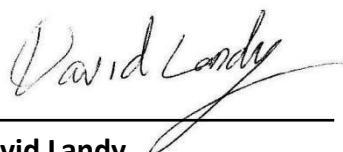
This programme aims to produce scholars and practitioners with excellent analytical and critical skills, which will enable you to pursue further study and to participate in and improve institutions in public life, including the media, nongovernmental organizations, state organizations and institutions working in diverse societies. As Programme Director, my aim is to provide a deep and broad selection of topics from which you can explore cross-cutting themes, but also focus in on what interests and motivates you the most.

As your colleagues and peers are a fundamental part of the learning process, we encourage you to interact informally as well as in the classroom setting and strive to make your cohort one that bonds and stays connected for many years to come.

Staff from the Department of Sociology, the School of Social Sciences and Philosophy and School of Languages, Literature and Cultural studies are involved in the delivery of this programme, contributing to its diverse and multi-disciplinary offering. All are very happy to engage in discussion about your research interests and interaction with you as students of this programme, and I encourage you to make the most of this, particularly when it comes to choosing your dissertation topic.

I wish you the best for this coming year - that it be a transformative and enjoyable experience, and the beginning of an enduring relationship for you and Trinity College Dublin.

Best wishes,

Dr David Landy
Course Director

Welcome from Programme Administrator

Dear Students,

My name is Fiona McIntyre and I am the programme administrator for all students registered on the M.Phil. in Race, Ethnicity, Conflict programme. If you have any administrative queries, you can email me at sociology@tcd.ie or drop into the office (Room 3.03, College Green, Mondays-Fridays from 8.00am– 4.00pm.

Please ensure you regularly check your Trinity email account as I will use this for all administrative correspondence. In the meantime, enjoy the start of term and please do make contact if you have any queries.

Best wishes

Fiona McIntyre

2.2 Programme Governance

The MPhil Course Committee is responsible for governance of the MPhil. It comprises of the Programme Director, David Landy; Deputy Director, Phil Mullen and Head of Department, Jan Skopek. The course committee meets once a term, and the class rep for the MPhil is invited to attend these meetings and present issues that have arisen during the term. The class rep is chosen in the first few weeks of Michaelmas term by the MPhil class.

2.3 Contact Details

Head of the School of Social Sciences & Philosophy   Professor Paul O'Grady | Tel. +353 1 896 1522 | E-mail: pogrady@tcd.ie
Head of Department   Professor Jan Skopek | Tel. +353 1 896 1296 | E-mail: skopekj@tcd.ie
School Director of Teaching & Learning (Post-Graduate)   Professor Selim Gulesci| E-mail: gulescis@tcd.ie
Course Director/s   Professor David Landy| Tel. +353 1 896 2766| E-mail: dlandy@tcd.ie
School Manager   Ms Olive Donnelly | Tel. +353 1 896 2499 | E-mail: olive.donnelly@tcd.ie
Programme Administrator   Ms Fiona Mc Intyre| Tel. +353 1 8962701 | E-mail: sociology@tcd.ie

2.4 Key Locations

Department

The Department of Sociology office Room 3.03 is located on the 2nd floor of 3 College Green. Maps of campus are available at https://www.tcd.ie/Maps/map.php

Blackboard

Blackboard is the College online learning environment, where lecturers will give access to material like lecture notes and discussion forums. The use of Blackboard varies from module

to module and individual lecturers will speak to you about the requirements for their module. In order to access a module on Blackboard you should be registered to the module by your Programme Administrator. Blackboard can be accessed via tcd.blackboard.com.

Email

All official email correspondence will be sent to TCD email addresses only. You should check your email on a regular basis. When emailing the Administration, students should always include their TCD Student ID Number.

Student Portal

https://my.tcd.ie allows students to view their own central student record containing all relevant information related to the course for which you are registered. To access the system, you will need your College username and network password.

If your personal student information is incorrect, you should contact Academic Registry (via email, academic.registry@tcd.ie) stating your full name and student ID number. If your timetable module list is incorrect then you should notify the Programme Administrator.

Academic Registry

Academic Registry ("AR") manages course registration and fees. Their website can be accessed here: https://www.tcd.ie/academicregistry/. The Academic Registry offices are located in the Watts Building, on the east side of the main campus.

2.5 Key Dates

- Teaching in Michaelmas term: 9 September 2024 - 29 November 2024 (Reading Week: 21-27 October 2024)

*Term 1 – Michaelmas Term 9 September 2024 – 29 November 2024 (Reading Week: 21-27 October 2024)				
Code	**Module**	**Lecturer**	**Time**	**Location**
SOP77041	Theories of Conflict	Andrew Finlay	Tuesday 11.00 - 13.00	Arts 3025
SOP77031	Conflict Zones: Case Studies	David Landy	Wednesday 12.00-14.00	Arts 3020
SOP77061	Statelessness and Forced Migration	Roddy Condon	Thursday 9.00 - 11.00	3-4 Foster Place, 2.16
SOP77100	Research Methods	Daniel Faas/Yekaterina Czhen	Thursday 11.00-13.00	Arts 3106
SOP77011	Theories of Race & Ethnicity	Phil Mullen	Thursday 14.00 - 16.00	Arts C6.002

- Teaching in Hilary term: 20 January-11 April 2025 (Reading Week: 3-9 March 2025)

*Term 2 – Hilary Term 20 January – 11 April 2025 (Reading Week: 3-9 March 2025)				
Code	Module	Lecturer	Time	Location
SOP77052	Labour, Migration and Conflict	Camilla Devitt	Wednesday 9.00-11.00	Phoenix House, PX202/PX201
SOP77022	Racism and Resistance	David Landy	Wednesday 12.00- 14.00	Arts 4050A
ID7002	Questions of Identity in Europe	Clodagh Brook, Michael Cronin, Hannes Opelz, Zuleika Rodgers, Krzysztof Rowiński	Thursday 9.00-11.00	Phoenix House, PX202
SOP77072	Gender and Race	Phil Mullen	Thursday 11.00-13.00	D'Olier St 1.29/Arts 4012
SOP77100	Research Methods	Andrew Finlay	Thursday 14.00-16.00	College Green 2.02

*Students should access the timetable on their my.tcd.ie portal and check it regularly as venues and bookings may occasionally be subject to change.

- Dissertation submission 31 August

2.6 Timetable

The updated course timetable will be available online before the start of the Michaelmas term. Personal timetables will be available to students through https://my.tcd.ie.

The Academic Year Structure is available here.

Academic Calendar Week	Week beginning	2024/25 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	26-Aug-24	Reassessment * (Semesters 1 & 2 of 2023/24)		←Michaelmas Term begins/Semester 1 begins
2	02-Sep-24	Orientation (Postgraduate, Visiting & Erasmus); Marking/Results		
3	09-Sep-24	Teaching and Learning		←Michaelmas teaching term begins
4	16-Sep-24	Teaching and Learning	Orientation (JF UG)	
5	23-Sep-24	Teaching and Learning	Teaching and Learning	
6	30-Sep-24	Teaching and Learning	Teaching and Learning	
7	07-Oct-24	Teaching and Learning	Teaching and Learning	
8	14-Oct-24	Teaching and Learning	Teaching and Learning	
9	21-Oct-24	Study/Review	Study/Review	
10	28-Oct-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
11	04-Nov-24	Teaching and Learning	Teaching and Learning	
12	11-Nov-24	Teaching and Learning	Teaching and Learning	
13	18-Nov-24	Teaching and Learning	Teaching and Learning	
14	25-Nov-24	Teaching and Learning	Teaching and Learning	
15	02-Dec-24	Revision	Revision	
16	09-Dec-24	Assessment *	Assessment * ~	←Michaelmas term ends Sunday 15 December 2024/Semester 1 ends
17	16-Dec-24			
18	23-Dec-24	Christmas Period - College closed 24 December 2024 to 1 January 2025 inclusive	Christmas Period - College closed 24 December 2024 to 1 January 2025 inclusive	
19	30-Dec-24			
20	06-Jan-25	Foundation Scholarship Examinations ^		
21	13-Jan-25	Marking/Results	Marking/Results	←Hilary Term begins/Semester 2 begins
22	20-Jan-25	Teaching and Learning	Teaching and Learning	←Hilary teaching term begins
23	27-Jan-25	Teaching and Learning	Teaching and Learning	
24	03-Feb-25	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	10-Feb-25	Teaching and Learning	Teaching and Learning	
26	17-Feb-25	Teaching and Learning	Teaching and Learning	
27	24-Feb-25	Teaching and Learning	Teaching and Learning	
28	03-Mar-25	Study/Review	Study/Review	
29	10-Mar-25	Teaching and Learning	Teaching and Learning	
30	17-Mar-25	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
31	24-Mar-25	Teaching and Learning	Teaching and Learning	
32	31-Mar-25	Teaching and Learning	Teaching and Learning	
33	07-Apr-25	Teaching and Learning	Teaching and Learning	
34	14-Apr-25	Revision (Friday, Good Friday)	Revision (Friday, Good Friday)	←Hilary Term ends Sunday 20 April 2025
35	21-Apr-25	Assessment * (Monday, Easter Monday)	Assessment * (Monday, Easter Monday)	←Trinity Term begins
36	28-Apr-25	Trinity Week (Monday, Trinity Monday)	Trinity Week (Monday, Trinity Monday)	
37	05-May-25	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	12-May-25	Marking/Results	Marking/Results	
39	19-May-25	Marking/Results	Marking/Results	
40	26-May-25	Research	Research	←Trinity Term ends Sunday 1 June 2025/Semester 2 ends
41	02-Jun-25	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	09-Jun-25	Research	Research	
43	16-Jun-25	Research	Research	
44	23-Jun-25	Research	Research	
45	30-Jun-25	Research	Research	
46	07-Jul-25	Research	Research	
47	14-Jul-25	Research	Research	
48	21-Jul-25	Research	Research	
49	28-Jul-25	Research	Research	
50	04-Aug-25	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	11-Aug-25	Research	Research	
52	18-Aug-25	Research	Research	

* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks.

~ Note: it may be necessary to hold a small number of JF examinations/assessments outside of semester 1.

^ Note: it may be necessary to hold some examinations/assessments in the preceding week.

3. Academic Policies

3.1 Academic Integrity & Referencing

3.1.1 Academic Integrity

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct.

Aligned with the **College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024)**, the use if GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriate cited, as per [Library guidelines on acknowledging and reference GenAI.](#)

Please check the relevant syllabus/module description on Blackboard for details of any restrictions on specific modules.

Examples of academic misconduct include, but are not limited to:

- **Plagiarism** - presenting work / ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else or submitting work which has been created by using artificial intelligence tools, where this has not been expressly permitted.
- **Self-plagiarism** - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination.
- **Collusion** - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually.
- **Falsification/fabrication**.
- **Exam cheating** - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another.
- **Fraud/impersonation** - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit.
- **Contract cheating** - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved.

Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g., exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

Further examples of the above available at www.tcd.ie/teaching-learning/academic- integrity.

3.1.2 Academic Misconduct in the Context of Group Work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the cooperation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own. Should a module coordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

3.1.3 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding academic misconduct is available at libguides.tcd.ie/academic-integrity.

Each coversheet that is attached to submitted work should contain the following completed declaration:

"I have read, and I understand the academic integrity provisions in the General Regulations of the University Calendar for the current year. I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write'.

Please refer to your relevant School/ Department for the format of essay submission coversheets.

For further information including details of the procedure to be followed in case of suspected plagiarism, please refer to Section 1, 'Academic Integrity' (pages 30 & 31) of the Graduate Studies Academic Calendar:
www.tcd.ie/calendar/graduate-studies-higher- degrees/complete-part-III.pdf.

3.1.4 Procedures regarding Dignity & Respect Matters

The School of Social Sciences and Philosophy is committed to fostering a learning environment that upholds principles of equality, diversity, and inclusion. We strive to ensure that all students and staff can pursue their academic and professional goals without fear of discrimination, harassment, bullying, or any form of mistreatment.

Recognizing the adverse impact harassment can have on individuals' performance, morale, confidence, health, and learning, the School seeks to create a culture where such behavior is unequivocally condemned. Our goal is to encourage an atmosphere in which individuals can address harassment concerns without fear of ridicule or retaliation.

Trinity Dignity and Respect Policy sets out the College's key principles and procedures for addressing matters related to negative treatment, including discrimination, bullying, and any form of harassment. TCD Sexual Misconduct Policy establishes the principles, approach, and procedures on the subject of sexual harassment or sexual assault and outlines the resources and support available to both students and staff when facing issues related to sexual harassment.

Should any student encounter issues related to dignity and respect, as outlined above, we strongly urge them to immediately reach out for support from the designated contact person, who will provide guidance and support in accordance with the Dignity and Respect Policy:

Course Director Professor David Landy| E-mail: dlandy@tcd.ie

School Director of Teaching and Learning (Post-Graduate) Professor Selim Gulesci| E-mail: gulescis@tcd.ie

3.2 Research Ethics

We wish to draw your attention to the need for you to comply with the School's research ethics policy. Full details can be found at http://www.tcd.ie/ssp/research/ethics/. The most consequential aspect of this is that, should you be planning to observe, interview, poll, or experiment on human beings, you will need to get ethics approval. This involves completing a form that you will find via the link above and then having it approved/signed by the Department's Research Ethics representative. **Failure to comply with the School's research ethics policy could result in penalties, up to and including a zero mark for the dissertation.**

4. Teaching & Learning

4.1 Programme Structure

The assessment is based on a written assignment for each module and a dissertation. Depending on achieving a pass mark (minimum of 40%) in all the required module assessments, students may proceed to research and write a dissertation. It is necessary to obtain a pass mark (minimum 40%) in the dissertation to successfully complete the M.Phil.

Each lecturer sets their own assessment. Assignment submission dates will be given at the beginning of the academic year. All essays to be submitted via blackboard unless otherwise stated. Late submissions are graded with a 10% reduction unless an explicit extension is sought and given by the module lecturer.

Candidates whose dissertations do not meet the minimum pass standard may have the opportunity to re-submit in accordance with the General Regulations for Taught Graduate Courses. Following consultation with the Course Co-ordinator, students who fail to pass the dissertation may opt or be advised to exit with a Postgraduate Diploma in Race, Ethnicity and Conflict, conditional on successfully completing at least 60 credits in taught modules. To qualify for the award of a Postgraduate Diploma with Distinction, students must, in addition, achieve an overall average mark of at least 68% and have a minimum mark of 70% in individual modules amounting to at least 30 credits.

M.Phil. candidates who achieve a mark of at least 70% in the overall average mark for the course, and a mark of at least 70% in the dissertation and the majority of the taught modules will be awarded the M.Phil. with Distinction. A Distinction cannot be awarded if a student has failed any credit during the course.

4.2 Programme Structure and workload

The programme consists of **three** mandatory core modules (each worth 10 credits); **six optional modules** (each worth 10 credits); and a 20,000 word dissertation (30 credits). Students are required to accumulate 90 credits in total. All modules are 11 weeks long, with the exception of the Research Methods module which is spread over 22 weeks over two terms.

Compulsory Modules			
Code	**Module Title**	**ECTS**	**Lecturer**
SOP77100	Research Methods	10	Daniel Faas/Yekaterina Chzhen/Andrew Finlay
SOP77011	Theories of Race & Ethnicity	10	Roderick Condon
SOP77041	Theories of Conflict	10	Andrew Finlay
SOP77020	Dissertation	30	

Optional Modules			
Code	**Module Title**	**ECTS**	**Lecturer**
SOP77031	Conflict Zones: Case Studies	10	David Landy
SOP77061	Statelessness and Forced Migration	10	Roderick Condon
SOP77072	Gender and Race	10	Phil Mullen
SOP77022	Racism and Resistance	10	David Landy
SOP77052	Labour, Migration and Conflict	10	Camilla Devitt
ID7002	Questions of Identity in Europe – Part 2	10	Hannes Opelz

4.3 Learning Outcomes

Upon completion of the programme, students are expected to be able to:

- identify, understand and critically evaluate theoretical and research literature in the field of racism, anti-racism, ethnicity, conflict, and migration

- derive, explain and critically evaluate debates on race, ethnicity, colonialism, decoloniality, conflict and population movement at Irish, European and global levels

- identify the techniques used by states and international agencies to manage migration and conflict, their social and cultural impact and the responses they elicit

- examine the relationship between conflict and inequality, with a specific focus on racialised and communal forms of violence and resistance to them

- apply and compre different research methods in these fields

- conduct independent research of a theoretical or substantive nature in specific fields of race, ethnicity and conflict

- write theses and research reports to a professional standard

- communicate that research through oral presentations for an academic audience

- be qualified to work in policy and research in these fields in Ireland and abroad.

4.4 Module Descriptors & Compulsory Reading Lists

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules. Timetabling may restrict the availability of modules to individual students.

Module descriptors and timetables (below) will be available on the Departmental website shortly before the start of Michaelmas term: https://www.tcd.ie/sociology/postgraduate/mphil-race-ethnicity-conflict/

SOP771101:   Research Methods

Duration: Michaelmas Term and Hilary Term

ECTS: 10 credits

Lecturers: Michaelmas Term: Professor Daniel Faas (faasd@tcd.ie), Dr. Yekaterina Chzhen (chzheny@tcd.ie)

Hilary Term: Dr Andrew Finlay (arfinlay@tcd.ie)

Module Description

This module provides an overview of research methods in the social sciences. Students will learn how to conduct an independent piece of research (dissertation) within the social sciences. Adopting an applied approach, the module will teach how to formulate research questions and how to tackle them competently by drawing on principles of social research methodology and practically employing methods of investigation like sampling, data collection and analysis. Highlighting the centrality of research design, the module will cover both qualitative and quantitative research strategies and related methods. Furthermore, the module will discuss crucial aspects of research ethics and practical aspects of planning, organising, and crafting a professional research report.

Qualitative and quantitative research – while sharing important communalities in terms of research design – can differ in how theory and data are related, how data is being collected, how data is analysed, and how empirical evidence is constructed. While qualitative methods usually deal with exploring and summarizing rich textual data retrieved, for instance, from in-depth and semi-structured interviews, quantitative research is usually characterized by measuring concepts and testing theories through statistical analysis of numerical data obtained, for instance, from standardised interviewing in surveys. A good command of both qualitative and quantitative approaches is key to conducting research effectively and understanding the work of others. The module will also refer to mixed-method strategies to discuss how qualitative and quantitative research strategies can form a powerful alliance in social research.

The module spans both Michaelmas and Hilary Term each of them comprising 11 weeks.

In Michaelmas Term, students will get an introduction to the principal methodologies of qualitative or quantitative research.

Based on that, Hilary Term will offer a seminar oriented to the specific intellectual and methodological concerns of the MPhil REC. The seminar will aim to do three things.

1. to help students to develop their research idea into a viable research proposal.

2. to explore the methodological implications for social research of its history of complicity with colonialism, racism and various kinds of inequality coupled with
3. to explore some of the specific difficulties posed to the social researcher by violent conflict and its aftermath.

Learning outcomes

On successful completion of the module you should be able to:

- Explain the key theoretical and conceptual issues in methodology in the social sciences;
- Deploy the main qualitative and quantitative methodological techniques used in sociology;
- Link methodological techniques to a research design;
- Understand some of the methodological challenges posed to social research by colonialism, racism and violent conflict
- Discuss and critically evaluate their own and other people's research projects;
- Write a proposal for their own research projects.

Assessment

- Michaelmas Term: Coursework (40%)
- Hilary Term: Dissertation proposal (60%)

The coursework in Michaelmas Term is a preliminary outline of your proposed research focus and discussion of its significance to you as well as a literature review. Length: 1,500 words, due by 5th December 2024. Based on this, students will be allocated to a dissertation supervisor.

The full dissertation proposal is due on 17th April 2025. The suggested length is 3,000 words. The proposal should elaborate a full research plan including a research question/aim, literature review, theory, research design, data collection and analysis plan, and a timetable.

Indicative Reading List

- Becker, Howard S. 2020. Writing for Social Scientists, Third Edition: How to Start and Finish Your Thesis, Book, or Article. edited by P. Richards and a N. Preface. Chicago, IL: University of Chicago Press.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. The Craft of Research, Fourth Edition. Chicago, IL: University of Chicago Press.
- Bryman, A., (2016) Social Research Methods, Oxford: Oxford University Press.

- Collier, David, and Henry E. Brady. 2010. Rethinking Social Inquiry: Diverse Tools, Shared Standards. University of California: eScholarship.
- Goertz, Gary, and James Mahoney. 2012. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: University Press
- Gunaratnam, Y. (2003) Researching 'Race' and Ethnicity: Methods, Knowledge and Power. London: Sage.
- Kumar, R. (2014) Research Methodology. A step-by-step guide for beginners. London: Sage.
- O'Leary, Z. (2004) The essential guide to doing research. London: Sage.
- Seale, C. (2012) Researching Society and Culture. London: Sage.
- Smith, L. T. (2012) Decolonizing Methodologies: Research and Indigenous Peoples. 2nd edition. ZED Press.

SOP77011: Theories of Race & Ethnicity

Duration: Michaelmas Term
ECTS: 10 credits
Lecturer: Dr Roderick Condon (condonro@tcd.ie)

Module Description

This module explores the construction of 'race', ethnicity and identity, and the impact of these concepts on the modern world. Students will gain an overview of various approaches to 'race' and learn how 'race', ethnicity and identity are conceptualised, constituted and interpreted within social, political and economic processes, as well as examining how they intersect with culture, gender, state, and nation. We will look at how 'race' is represented and how it is experienced at an individual, national, institutional, and global level, asking the question that W.E.B. du Bois posed, 'How does it feel to be a problem'? The module discusses the continuing and interlocking aspect of colonial discourse in racialisation, group identification and categorisation, in addition to the logic and practices of racial systems and how modern states deal with migration and difference. We will examine issues such as: the concept of 'race'; the prevalence of anti-Blackness, anti-Semitism and the emergence of Islamophobia; the possibility of multiculture and post-'race'; as well as current debates in Ireland and Europe surrounding the treatment of minority groups, multiraciality and multiculturalism.

While we deal with theoretical issues, students are encouraged to apply their learning to contemporary representations of 'race' and their own experiences to tease out an understanding of the issues surrounding 'race' and ethnicity, as well as opening up more questions about identity in general. Some guiding questions will animate our tutorials together, *viz*:

- Are 'race' and ethnicity socially constructed concepts that divide the overall human population into subgroups based on aspects such as physical appearance, place of ancestral origin, historical and cultural experiences, language, and customs?
- Are the larger social, historical, and political forces in which an individual forms and experiences identity in constant flux or relatively stable?

Learning objectives

Students will:

- critically theorise and contextualise 'race', ethnicity and identity by applying a critical sociological lens;
- engage in critical thinking about the intersection(s) (if any) between 'race', ethnicity and identity; and
- understand the foundational and contemporary debates in relation to the framing of

racialised and ethicised identities.

Learning Outcomes

On successful completion of this module, students will be able to:

- distinguish between key concepts of 'race', ethnicity and identity;
- theorise the links between 'race', nation and state;
- understand the intersection between 'race', gender and class;
- discuss and critically evaluate notions of post racism and anti-racism; and
- evaluate policies of multiculturalism, interculturalism and integration.

Delivery and syllabus:

The module is delivered in 11 seminar slots consisting of a lecturing input, student participation and presentations. Students are expected to read before each session to facilitate discussion.

Assessment

Students are expected to attend both lectures and tutorials and to actively contribute to the tutorials. Students are expected to follow the style guidelines in the student handbook.

1) The midterm essay will be **1000 words** on a topic of your own choice. The topic must be related to the course content. Submission date by **5pm**, **Friday 25 October 2024 30%**
2) End of module, essay will be 2500 words - prompts will be provided. Submission date by **5pm, Friday 29 November, 2024 70%**

Recommended Texts: There is no set text, but the following texts will prove useful:

- Bhattacharya G. et al. 2021. Empire's Endgame: Racism and the British State. London, Pluto Press.
- Fanning, B. Michael, L. (2019). Immigrants as outsiders in the two Irelands. Manchester University Press.
- Fitzgerald. K. J. (2018). Recognizing 'race' and Ethnicity: Power, Privilege, and Inequality, Routledge (First published 2017 by Westview Press).
- Hill Collins, P. and Solomos, J. (eds). (2010). The SAGE handbook of 'race' and ethnic studies. Los Angeles; London: SAGE.
- Lentin, A. (2020). Why 'race' Still Matters. Cambridge: Polity Press
- Morsi, Y. (2017). Radical Skin, Moderate Masks: De-radicalising the Muslim & racism in post-racial societies London, Rowman and Littlefield

- Parfitt, T. (2020). Hybrid Hate: Conflations of Antisemitism and Anti-Black Racism from the Renaissance to the Third Reich. Oxford University Press.
- Solomos, J. (ed). (2020). Routledge international handbook of contemporary racisms. Abingdon, Routledge.
- Solomos, J. (2022). 'race', Ethnicity and Social Theory: Theorizing the Other, Abingdon, Routledge.

SOP77041:   Theories of Conflict (the limits of theory)

Duration: Michaelmas Term
ECTS: 10 credits
Lecturer: Dr Andrew Finlay (arfinlay@tcd.ie)

Module Description

After violent conflicts have been "resolved" there is usually a metaconflict about the conflict; ie disputation over the causes, nature, and consequences of the violence. Metaconflicts are fought over the rival collective memories and social theories developed by distinct social groups to frame and transmit their understandings of the conflict and who is to blame. Peace processes typically seek to address metaconflicts via 'transitional justice' processes which seek to discover the truth of the violence, address the needs of victims and promote reconciliation between victims and perpetrators.

The peace agreement signed in Belfast on Good Friday 1998 (GFA) has surprisingly little to say about victims, and there has been no 'Truth and Reconciliation Commission' (TRC) here. Since 1998 a meta-conflict about the conflict has raged unchecked; it has intensified since Brexit amid renewed calls for a referendum on Irish unity. The lack of a TRC reflects the consociational nature of the GFA which is based on the idea that the conflict was between two communities, equal and opposite, each with its own identity and associated regime of truth, and "good fences make good neighbours".

In the absence of a TRC there has been no societal reckoning with the past, instead grass-roots commemoration and storytelling has flourished. Individual narratives express real trauma, loss and a longing for truth and justice that will never come, but through processes of silencing and appropriation, memory and narrative becomes part of the metaconflict, reflecting the communal binary between so-called 'cultural Catholics' and 'cultural Protestants'.

The social and human sciences are not above the metaconflict, they are part of it, and therefore cannot arbitrate. What then is a sociologist to do? Rather than assess truth claims, maybe we need to step back, gain reflexivity, explore how the communal binary and associated regimes of truth, memory, narrative are socially constructed; maybe consider other narratives that unsettle the communal binary? Especially given that the votes of such others will be crucial in a putative referendum on a united Ireland.

Learning Outcomes

On successful completion of this module, I would hope that you would be able to:

- appreciate that violent conflicts are accompanied by an ideological metaconflict about the conflict

- understand the challenges that metaconflict presents to people trying to live in the aftermath of political violence
- recognise the Good Friday Agreement as an attempt to manage relations between 'two communities' each with its own 'identity' and regime of truth about the conflict
- understand the challenge that conflict and metaconflict presents to social science ('crisis of representation') and reflexivity as a response to that
- critically assess the role of narrative, memory and trauma in the aftermath of violent conflict
- contrast narratives based in the lived experience of political violence with the sanitised abstractions of social theory

Assessment

Assessment will be by means of an essay (3000 words max) to be submitted by 12noon on Tuesday 6 December 2023 [to be confirmed]. Essay titles will be circulated after reading week.

Textbooks

- Finlay, A. (2011) Governing Ethnic Conflict, Routledge [eBook tcd library accessible from home]
- Alexander, J. [et al] (2004) Cultural Trauma, polity [chapter 1]
- Finn D. (2019) One Man's Terrorist: A Political History of the IRA, Verso
- Mamdani, M. (2020) Neither Settler nor Native, Harvard University Press, [Introduction and conclusion] [eBook tcd library]

If your knowledge of Irish history is scant [or even if you think you know about the recent 'Troubles'] you will do well to check-out the documentary series, Once upon a time in Northern Ireland, on RTE Player.

Fieldtrip

It is hoped that we will be able to have a one-day field trip to Belfast sometime during the week beginning 14 October 2024, to be confirmed. Belfast is in the UK and some students may need to check visa requirements for travel to the UK.

SOP77031:   Conflict Zones: Case Studies

Duration: Michaelmas Term
ECTS: 10 credits
Lecturer: Dr David Landy (dlandy@tcd.ie)

Module description

What are the roots of genocide? In January 2024, the International Court of Justice found there was a 'plausible case' that Israel is committing genocide in Gaza, a ruling which came within days of International Holocaust Remembrance Day. Beyond the headlines, how can we understand how this instance of 'plausible genocide' and the conflict behind it has been constructed, conducted and dealt with internationally.

While Israel/Palestine has traditionally been understood as a paradigmatic example of a conflict based on race and ethnicity, this is now being replaced by the paradigms of apartheid and genocide applied to it, in particular by outside actors and NGOs. This module examines the various understandings of the area as alternatively a conflict zone, democracy under siege, apartheid regime, and system of colonial control that has led to genocidal violence.

Understandably, this module focuses on Gaza more than previous years. But we will also be examining the history and current situation in the rest of the occupied Palestinian territories and Israel itself. This module examines both the situation and the reactions of the various parties, taking a critical look at Israeli and Palestinian responses to the conflict. The module also examines international interventions in the conflict – both what has motivated the extraordinary international interest in Israel/Palestine and the effect of this involvement.

The aim of the module is to understand the particular issue of Israel/Palestine, and to use this to develop approaches to conflict situations which has general application. Key debates that this class engages in is conflict and race, colonisation practices, resistance strategies, the representation of conflict, the use of human rights by parties in conflict situations, and critiques of the role of outside intervention.

Learning outcomes

On successful completion of the module you will be able to:

- Understand the main issues involved in the Israel/Palestine conflict
- Relate this specific instance to wider theoretical understandings within race and conflict studies
- Theorise the roles of race and racialisation within the conflict

- Examine representations of the Israel/Palestine situation
- Critically analyse the role of external involvement within a conflict zone
- Understand the reasons behind the globalisation of this particular conflict and relate this to other conflicts.

Main Topics

- Israel/Palestine – historical and political perspectives
- Israel/Palestine – theorising a field of conflict
- The case of Jerusalem
- Israeli and Palestinian responses to the conflict – living with conflict
- Representations of the conflict in film and fiction
- The role of 'the peacemakers' – the reason and effect of outside intervention
- Diaspora Jewish involvement in Israel/Palestine
- Palestinian solidarity and the problems of social movement intervention

Assessment

Assessment is based on a 3,000-word analytical review of a representation of Israel/Palestine, either fiction or non-fiction. The representation can be a film, a pamphlet, a blog, a textbook, and come from either within Israel/Palestine or be outside representations of the situations. Students are expected to relate their analysis to the theoretical readings on this module and the wider course.

Readings

There are no textbooks for the course but readings will be set each week. In addition, the following resources will be useful:

- Gelvin, James. 2014. The Israel-Palestine Conflict: One Hundred Years of War.
- Kotef, Hagar. 2020 *The Colonizing Self: Or, Home and Homelessness in Israel/Palestine.* Durham, NC: Duke University Press.
- Lentin, Ronit *(ed.)* 2018*. Traces of Racial Exception: Racializing Israeli Settler Colonialism.* Bloomsbury Academic: London
- Haddad, Toufic. 2016. Palestine Ltd.: Neoliberalism and Nationalism in the Occupied Palestinian Territory. London: I. B. Tauris, SOAS
- Matar, Dina. 2010. *What it Means to be Palestinian: Stories of Palestinian Peoplehood*. I.B. Tauris: London, 2010;
- Zureik, Elia. 2016. *Israel's Colonial Project in Palestine*. London: Routledge

SOP77062: Statelessness and Forced Migration

Duration: Michaelmas Term
ECTS: 10 credits
Lecturer: Dr Roderick Condon (condonro@tcd.ie)

Module Description

This module explores statelessness and forced migration by considering how our understanding of these issues is shaped by historical patterns of development, conflict, and decolonization, and by ideas of nationality, sovereignty, and citizenship. Accordingly, the module considers both causes and responses to statelessness and forced migration through the prism of political and sociological theory, unpacking central theoretical and substantive issues. In line with the field itself, the module mediates 'academic' and 'real' concerns by considering key problems in forced migration studies within the context of contemporary forced migration politics. In this regard, particular attention is drawn to the ethical and normative dimensions of theory and research and to the concepts and categories or 'labels' deployed. The latter are related to the wider political dynamics and power relations of contemporary global society, which shape the practices as well as the analysis of statelessness and forced migration today. Here, two contending orientations, and the conflict between them, are of central concern: that of upholding the rights of displaced persons, and that of controlling territories and securing borders.

The aim of the module is to develop capacities for a deeper understanding of statelessness and forced migration today and for a critical consideration of the politics and power dynamics bearing down upon these issues and their interpretation.

Learning Outcomes

Upon completion of this module, students will be able to:

- Evaluate critical perspectives on the politics of statelessness within the contemporary debates about race and ethnicity.
- Critically evaluate the relative insightfulness of competing theoretical interpretations of forced displacement, statelessness and the impact upon the states and people involved.
- Appreciate different ways in which statelessness and forced migration may be linked.
- Reflect different traditions of classification of statelessness and forced migration and demonstrate how different and contradictory policies are proposed and implemented.

Main Topics

Forced Migration

- Theories of forced migration & definitions
- Drivers and root causes of forced migration and displacement
- Questioning categories of forced migrants
- Policies and responses to forced migration: state and international institutions
- 'Restrictionism' and the 'politics' of forced migration

Statelessness

- Defining statelessness
- Historical perspectives of statelessness
- Contemporary forms of statelessness
- Theories of statelessness
- Conceptual boundaries of Statelessness

Working Methods

The module is delivered in two-hour seminar slots consisting of a lecturing input, student presentations, and group discussion. Students are expected to read in advance and participate in class.

Assessment

The module is assessed in two components:

- 3,000 words essay (80%)
- Presentation (20%)

The essay submission deadline is Wednesday 4 December at 5pm. This should be submitted to Turnitin on Blackboard. Penalties for late submission apply. Without an authorised extension, the mark given for the essay will be lowered by 10%. The essay will be graded according to the TCD School of Social Sciences and Philosophy Marking Scale.

The presentation will involve description and discussion of a set reading. Each student will be assigned a week on which to present at the beginning of term. The presentation will be accompanied by PowerPoint slides and assessed on the following 3 criteria:

1. Use of reading material:

The presentation should elaborate and show an understanding of the central problem or question and engage with the relevant theoretical and empirical material.

2. Clarity of the presentation:

The presentation should be structured and clear to the audience. It should be concise, provide key points, and be engaging for the audience. Dense paragraphs of text should be avoided.

3. Creative elements and critique:

The presentation should bring in engaging and relevant material from outside the lectures and readings such as video, pictures and other media and can include audience participation. The presentation should also bring the presenters own perspective into the fold and consider important critical dimensions of the material or topic being considered.

Key Readings

The following is an indicative reading list. Required and recommended readings will be provided each week on Blackboard.

- Fiddian-Qasmiyeh, E., Loescher, G., Long, K., & Sigona, N. (Eds.). (2014). *The Oxford handbook of refugee and forced migration studies*. OUP Oxford.
- Bloch, A., & Dona, G. (Eds.). (2018). *Forced Migration: Current Issues and Debates*. Routledge.
- McAdam, J. (Ed.). (2010). *Climate change and displacement: Multidisciplinary perspectives*. Bloomsbury Publishing.
- Betts, A., Loescher, G., & Milner, J. (2013). *The United Nations High Commissioner for Refugees (UNHCR): The politics and practice of refugee protection*. Routledge.
- Koser, K., & Martin, S. (Eds.). (2011). *The migration-displacement nexus: patterns, processes, and policies* (Vol. 32). Berghahn Books.
- Blitz, B. K., & Lynch, M. (Eds.). (2011). *Statelessness and Citizenship: A comparative study on the benefits of nationality*. Edward Elgar Publishing.
- Bloom, T., Tonkiss, K., & Cole, P. (Eds.). (2017). *Understanding Statelessness*. Taylor & Francis.
- Edwards, A., & Van Waas, L. (2014). Statelessness. In *The Oxford Handbook of Refugee and Forced Migration Studies*.
- Arendt, H. (1973). *The Origins of Totalitarianism*. 1951. San Diego and New York.
- Agamben, G. (1998). *Homo Sacer: sovereign power and bare life* Heller-Roazen D trans Stanford University Press*. Stanford CA (first published in Italian in 1995)*.

SOP77022: Racism and Resistance

Duration: Hilary Term

ECTS: 10 credits

Lecturer: Dr David Landy (dlandy@tcd.ie)

Module Description

Racism and anti-racism are not merely matters of opinion, they are willed collective actions. This module examines how they are expressed in concrete form by examining both their ideologies and a key vehicle through which they are realized – social movements. By viewing racism and anti-racism as collective political acts rather than expressions of individual understanding or ignorance, this module examines how they are is articulated and practiced. The module examines key sites of contemporary racist and anti-racist political activism, looking at examples such as far-right online organising in Ireland and the UK, the Black Lives Matter movement and pro- and anti-refugee solidarity activism in Europe.

Drawing on theories of social movements as well as interrogating the rhetoric of racism and anti-racism, the module firstly examines the rationale and practices of far-right and racist movements. Anti-racist groups have faced both the articulated racism of these groups as well as a more hidden but deeply embedded racism within society, and the module examines the issues such groups face – and how they have responded to these challenges. A key question is whether anti-racist groups have further embedded the language of race and racism in political life. The problems and possibilities of anti-racist activism are examined both with respect to theoretical discussions surrounding anti-racism and post-race, but also through critically analysing the vehicles through which anti-racism is practiced – NGOs and social movements.

Learning Outcomes

On successful completion of the module you will be able to:

- Apply social movement theories to racism and anti-racism activism
- Explain key contemporary conflicts surrounding racism and anti-racism
- Develop an understanding of contemporary far-right and racist movements
- Evaluate contemporary debates surrounding anti-racism and post-race.

Topics

- Far right and racist movements and ideologies
- Theorising social movements and NGOs
- The history and practice of anti-racism
- Theoretical critique of anti-racism.

Case studies: Black Lives Matter, Migrant solidarity movements, European Islamophobic movements, The alt-right and US racist movement.

Working Methods

The module is delivered in two-hour seminar slots consisting of a lecturing input, student presentations, and group discussion. Students are expected to read in advance and participate in class.

Assessment

The module is assessed by an end of term 3,000 word essay. The submission deadline is Monday **21 April 2025 at 5pm**. These should be submitted to Turnitin on Blackboard. Without an authorised extension, the mark given for the essay will be lowered by 10%.

Key Readings

The following is an indicative reading list. Required and recommended readings will be provided each week on Blackboard.

- Almeida, Paul (2019) *Social Movements: The Structure of Collective Mobilization* Oakland: University of California Press
- Lentin, Ronit and Elena Moreo (2012) *Migrant Activism and Integration from Below in Ireland*, London: Palgrave Macmillan.
- Nagle, Angela (2017) *Kill All Normies: Online culture wars from 4chan and Tumblr to Trump and the alt-right*
- Nyers, Peter and Kim Rygiel (2012) *Citizenship, Migrant Activism and the Politics of Movement* by (eds). Abingdon: Routledge
- Pilkington, Hilary (2016) *Loud and Proud: Passion and Politics in the English Defence League*
- Solomos, John (ed). (2020). *Routledge international handbook of contemporary racisms*. Abingdon, Routledge,
- Snow, David, Sarah Soule, and Hanspeter Kriesi (eds). (2007) *The Blackwell Companion to Social Movements.* Oxford: Blackwell.
- Titley, Gavan (2020) *Is free speech racist?* Oxford and New York, Polity Press
- Tufekci, Zeynep (2017) *Twitter and Tear Gas: The Power and Fragility of Networked Protest*.
- van Dijk, Teun (2021) *Antiracist discourse. Theory and history of a micromovement.* Cambridge, Cambridge University Press

SOP77052: Labour, Migration and Conflict

Duration: Hilary Term
ECTS: 10 credits
Lecturer: Dr Camila Devitt (devittca@tcd.ie)

Aims

This module focuses on two key interrelated areas within migration studies and political sociology, labour and conflict.

It introduces students to the literature on labour migration, theories and empirical research on the politics of immigration and scholarship on violent and non-violent conflicts revolving around or involving ethnic minorities or newly arrived immigrants.

The main area of interest is migration into and within Western Europe, but comparative references to other parts of the world are made and are welcome in discussions.

Learning outcomes

Upon completion of this module students will be able to critically discuss:

- the main theories of international labour migration
- the evolving role of the state in governing labour immigration
- conflict regarding labour immigration policies in Western Europe
- the growth of extreme right political parties in Europe
- work related discrimination and conflict involving migrant workers
- conflicts concerning Muslim practices in Europe
- violent conflict involving ethnic minorities and immigrants

Working methods

The module is delivered in 11 seminar slots consisting of a lecturing input, followed by a student presentation of a reading (identified by ∞ in the below reading list) and group discussions based around a few spontaneous and pre-defined questions. Students are expected to read the weekly reading identified by a *. Each week, two students will be in charge of leading group discussions.

Assessment

Presentation and discussion: 20% of overall grade.

Each student will present a reading each week using powerpoint. The student will demonstrate her/his understanding of the reading identifying: the key question; the methodology; and evaluating the strength of evidence supporting the author's argument.

The module is mainly assessed by an essay (80% of overall grade) on a topic of your choice related to one or more of the module classes (3000 word max). Please submit your essay on Turnitin by **9 a.m. on the 11th of April**. Your essays may be critical discussions or have a comparative or explanatory aim. The scope of your essay can be large or small; for example, you may choose to write an essay: comparing/contrasting immigration policy in two states; explaining why there is no extreme right political party in Ireland; accounting for a recent riot involving ethnic minorities or immigrants; or critically discussing how a particular trade union movement confronts migrant workers. Your essay will be primarily based on secondary literature; however, you may also refer to some media articles.

Key readings

- Massey, D. et al. (1993). "Theories of International Migration: A Review and Appraisal", *Population and Development Review* 19(3): 431-466
- Torpey, J. (2000). *The Invention of the Passport*. Cambridge: Cambridge University Press.
- Messina, Anthony M. (2007). *The Logic and Politics of Post-WWII Migration to Western Europe*. Cambridge: Cambridge University Press
- Afonso, Alexandre and Devitt, Camilla (2016) Comparative Political Economy and International Migration, *Socio-Economic Review*, 14, (3), p395 - 417

SOP77072: Gender and Race

Duration: Hilary Term

ECTS: 10 credits

Lecturer: Dr Phil Mullen (mullenma@tcd.ie)

Module Description Overview:

'Race' and gender as categories are still being read off the body raising questions as to whether gender is a synonym for women, a description of social relations, a performance or a feature of institutions, and what is it we are referring to when we speak of 'race'? This module offers a comprehensive exploration of 'race' and gender, positioning them within broader social, political, and economic contexts to illustrate the linkages between colonialism, feminism, 'race', and gender. In a world shaped by the historical forces of colonialism and the struggle for gender equity, understanding the intersections of 'race' and gender is imperative. This module focuses on the significance of these intersections within the contemporary societal context, tracing their historical legacies from colonialism and the ongoing struggles and challenges to feminism. By employing feminism and colonialism as foundational lenses.

Objective:

The primary objective of this course is to unearth the ways in which 'race', gender, colonialism, and feminism intersect, shaping dynamics of oppression and resistance in our society. We explore how they have been weaponised to perpetuate racism, sexism, and heterosexism. How are these categories socially constructed, and how do they tangibly influence people's lives? We investigate the intricate ways in which 'race' and gender intersect, driving structural reproduction through institutions and actions across generations. Through critical exploration, students will gain an understanding of the construction and manipulation of these concepts within the context of historical and contemporary power dynamics. This exploration examines the dynamics of change, where social structures and individual agency coalesce to mould 'raced' and 'gendered' individuals.

Learning Outcomes:

By the end of this module, students will be able to:

- Discuss key theorists in the realms of 'race', gender, colonialism and feminism, employing a Critical 'race' Theory approach.
- Critically analyse and contextualise 'race', gender, colonialism and feminism.
- Engage in critical thinking regarding the intersection of 'race', gender, colonialism and feminism, and apply intersectionality to research.

- Construct and articulate well-informed arguments about the intersections of 'race', gender, colonialism and feminism in both written and spoken formats.

Reading List

Set texts:

- *Hartman, S. (*2019). Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval. Norton
- hooks, b*. (1984). Feminist Theory: From Margin to Center. South End Press.*
- *One more text may be added later*

Indicative reading list:

- Connell, R. and Pearce, R. (2015). *gender in World Perspective*, 3rd edition. Cambridge: Polity Press.
- Delgado, R. and Stefancic, J. (2017). *Critical 'race' Theory: An Introduction,* (3rd edition). New York: NYU Press.
- Hill Collins, P.& Bilge, S (2016). *Intersectionality*. Cambridge: Polity Press.
- Loomba, A. & Sanchez, M. E. (eds). (2016). *Rethinking Feminism in Early Modern Studies: gender, 'race', and Sexuality*. New York: Routledge.
- Messerschmidt, J. Yancey Martin, P. Mesner M. & Connell, R. (eds). (2018). *Gender Reckonings.* New York: NY University Press.
- Moreton –Robinson, A. (2000). *Talking up to the White woman - Aboriginal Women and Feminism. University of Queensland Press*
- Snorton, C. R. - *(2017). Black on Both Sides: A Racial History of Trans Identity,* University of Minnesota Press. https://doi.org/10.5749/j.ctt1pwt7dz

Assignments

Assignment at midterm will consist of a reflective writing assignment which is combined with a presentation to form part of final grade. **30%**

End of module 2500 word essay. Students are expected to follow the style guidelines in the MPhil student handbook. **70%**

ID7002: Questions of Identity in Europe – Part 2

Duration: Hilary Term

ECTS: 10 credits

Coordinator: Dr Hannes Opelz (opelzh@tcd.ie)

Lecturers: Prof Clodagh Brook, Prof Michael Cronin, Dr Hannes Opelz, Dr Zuleika Rodgers, Dr Krzysztof Rowiński

Note: This module is offered by the School of Languages, Literatures and Cultural Studies and is capped at 5 participants from the MPhil in Race Ethnicity and Conflict.

Module description

Together with its sister module (Part 1), this module explores the question of identity by providing students with a strong theoretical grounding in key issues of identity in Europe. The module is taught by a team of colleagues, each exploring a different identity-based topic (listed below). The standard format for each topic includes one 2-hr introductory lecture/seminar on the theoretical implications of the topic, followed by one 2-hr seminar looking at case studies (this format may vary depending on the topic).

For students enrolled in the Identities & Cultures of Europe degree programmes, this module also includes a workshop, usually held in March or April. While the format of the workshop may vary from year to year, the workshop typically features one or more speaker(s) from academia, civil society, and/or the creative industries and generally involves a range of activities in which students engage with issues of identity in an immersive and supportive environment.

Syllabus

1. Who are they? (Dr Zuleika Rodgers)

These seminars address the discourse around the construct of group identity and the 'other' in European society. In particular, this core topic examines the politics of difference based on genealogy, geography and religion, exploring both ancient and modern examples of the phenomenon. After a theoretical and historical survey, Jews and Judaism are taken as a case study.

2. What did Earth ever do for us? (Prof Michael Cronin)

The advent of human-induced climate change and the entry of humanity into the new geological era of the Anthropocene raises fundamental questions about the nature of what it is to be human in such radically altered circumstances. In these seminars, we explore the emergence of the concept of 'transversal subjectivity' (Braidotti) as a way of trying to think about new forms of human subjectivity in the context of the relationship to other animal

species and to the world of the organic and inorganic elements in which humans are immersed. Questions of sustainability, resilience and biocultural diversity are also examined in the framework of changing paradigms of the human and post-human.

3. On not being a part (Dr Krzysztof Rowiński)

European identities have historically been constructed on the basis of exclusion, including along religious, racial, and ethnic lines. These seminars explore feminist art from Central and Eastern Europe, addressing the following question: what does it mean to be a part of a nation/community/public sphere and how does one construct an identity when forced to be apart? We will examine responses to exclusionary discourses from performance artists and theorists. In particular, we will discuss Sara Ahmed's idea of citizenship as "technology of the will" (2014) and art by Ewa Partum (Poland, 1980s) and Tanja Ostojić (Serbia, 2000s).

4. I still believe (Prof Clodagh Brook)

Religion has been instrumental in the creation of contemporary socio-political Europe. It has been held responsible for some of the darkest moments in recent history, from the Holocaust to Jihad. But it has also been described as the creator of a forceful heritage of architectural and artistic works, from monasteries and cathedrals to the Vatican treasures, from paintings, sculptures and frescos to the rich imagery and narratives on which writers and poets have drawn for centuries, and upon which filmmakers to the present day still draw. In these seminars, we concentrate on how post-secular theories of religion try to understand the continuing place of religion in Europe after secularisation. After an introductory class, we look at case studies of Italy, through discussion of sociological texts and of representation of religious identity on screen.

5. The Brain Identity (Dr Hannes Opelz)

These seminars explore some of the ways in which recent developments in neurobiology and philosophy are changing our understanding of human identity. The seminars examine a selection of works by contemporary philosopher Catherine Malabou, with a particular focus on her concept of plasticity. Key issues to be discussed are the ways in which brain plasticity relates to capitalism, trauma, and artificial intelligence.

Conclusion: Beyond Identity (Dr Hannes Opelz)

This seminar serves as a conclusion to the core modules. It will also give students an opportunity to ask any questions they may have about the module, particularly in relation to their course work in the run-up to submission.

Assessment

The module is assessed by completing two assignments:

(1) A piece of reflective writing (1,500 words) in response to the workshop (worth 20%), to be submitted by the Friday of Teaching Week 10 (Calendar Week 31);

(2) An essay (3,500 words) on one of the core topics studied in the module (worth 80%), to be submitted by the Friday of Trinity Week (Calendar Week 35).

For more details on the assessment of this module (reflective writing guidelines and samples, essay titles, marking criteria, etc.), please consult the module on Blackboard.

Please note: students who are *not* enrolled in the Identities & Cultures of Europe degree programmes (and who therefore join this module from other degree programmes) are exempt from completing the first component of the above assessment (i.e. the piece of reflective writing). They are thus required to complete only the second component (i.e. the essay), worth 100% in their case.

Indicative bibliography

Topic 1

- Boyarin, J., *The Unconverted Self: Jews, Indians, and the Identity of Christian Europe* (Chicago UP, 2009).
- Cheyette, B. and Marcus, l. (eds), *Modernity, Culture, and 'the Jew'* (Stanford UP, 1998).
- Goldberg, C. A., *Modernity and the Jews in Western Social Thought* (Chicago UP, 2017).

Topic 2

- Braidotti, Rosi, *The Posthuman* (Polity, 2013).
- Cronin, Michael, *Eco-Translation: Translation and Ecology in the Age of the Anthropocene* (Routledge, 2017).
- Morton, Timothy, *Being Ecological* (Pelican, 2018).

Topic 3

- Ahmed, Sara, *Willful Subjects* (Duke UP, 2014).
- CEED (Central Eastern European and Diasporic) Feminisms Working Group, *CEED Feminisms Bibliography* (London: Cell Project Space, 2024). Also available online.
- Phelan, Peggy, *Unmarked: The Politics of Performance* (Routledge, 1993).

Topic 4

- Braidotti*, Rosi, ed., *Transformations of Religion and the Public Sphere: Postsecular Publics* (Palgrave McMillan, 2014).

- Brook, Clodagh, *Screening Religions in Italy: Contemporary Italian Cinema and Television in the Post-secular Public Sphere* (University of Toronto Press, 2019).
- Habermas, Jürgen, 'Notes on a Post-Secular Society', *Sign and Sight*, 2008 [online, open access].

Topic 5

- Malabou, Catherine, *What Should We Do with Our Brain?*, trans. Sebastian Rand (Fordham UP, 2008 [2004]).
- Malabou, Catherine, *Ontology of the Accident: An Essay on Destructive Plasticity*, trans. Carolyn Shread (Polity Press, 2012 [2009]).
- Malabou, Catherine, *Morphing Intelligence: From IQ Measurements to Artificial Intelligence*, trans. Carolyn Shread (Columbia UP, 2019 [2017]).

Learning outcomes

Upon successful completion of this module, students should be able to:

- Identify and describe identity issues as they emerge in a range of cultural manifestations across Europe and beyond.
- Compare and contrast different methodological approaches to questions of identity.
- Accurately and critically deploy key concepts drawn from the various fields and disciplines covered in the core topics.
- Critically assess textual and audio-visual forms through systematic reflection and close reading of select passages from various works and artefacts.
- Develop critical and analytical skills through reflective and academic writing.

4.5 Coursework Requirements

Essay guidelines

A good sociology essay is coherently argued, with a clear introduction in which you set out your argument and tell the reader what your essay deals with, and a clear conclusion. Please keep sentences and paragraphs short and clear and do not use jargon. Essays should be based on research: work read and used in writing your essay must be cited *both* in the body of the essay itself and in the reference list. In all essays, the tone should not be polemic and the language should not be sexist, racist or awkwardly constructed.

Essays should not be longer than the word limit set by the lecturer. They should be word processed on A4 paper, in 1.5 or double space, on two sides of the page, and followed by an *alphabetical* reference list, following a 'Harvard' style, examples of which are given below.

<u>**Citation within the text:**</u> Please use the author, year: page method:

> *English perceptions integrate sexuality with blackness, the devil and the judgement of God who had originally created man not only 'Angelike' but 'white' (Jordan, 1974: 23).*

If you are citing more than three lines, please indent your quotation. Otherwise, bracket quotations within single quotation marks, using double quotation marks for a quote within a quote.

- Citing one author, more than one publication**:** *(Walby, 1986; 1990).*
- Citing two publications for one author, in the same year: *(Yuval-Davis, 1997a; 1997b).*
- Citing more than one author, one publication for each: *(Rogers, 1980; Moore, 1988).*
- Citing co-authorship/editorship: (for two authors/editors: *Donald and Rattansi, 1992*; for more than two authors/editors: *Modood et al, 1997*).

<u>**Citations in the reference list:**</u> List all works cited, alphabetically, at the end of your essay, under the heading 'References.' List authors' last names first (and quoting their initial or full first names).

- <u>Books</u>: list author's (or editor's) name, year of publication, title of book (in italics), place of publication, publishers:

Modood, Tariq. 1994. Racial Equality: Colour, Culture and Justice. London: Commission for Racial Equality.

Solomos, John and Les Back (eds.) 1999. Theories of Race and Racism. London: Routledge.

- Chapters in books: list author's name, year of publication, title of chapter, in editor's name, title of book (in italics), place of publication, publisher:

McVeigh, Robbie. 1998. 'Theorising sedentarism: the roots of anti-nomadism,' in Paul Hainsworth (ed.) Divided Society: Ethnic Minorities and Racism in Northern Ireland. London: Pluto Press.

- Articles in journals: list author's name, year of publication, title of paper, name of journal (in italics), vol / no: pp:

Pieterse, Jan Nederveen. 1997. 'Deconstructing/reconstructing ethnicity.' Nations and Nationalism, 3 / 3: 365-396.

Referencing online sources: In the text, cite an electronic document as you would any other document (using the author-date style). For the reference list: include the URL for the article or for the journal's home page (if the article is available only by subscription or the URL is very long):

Ashe, D. D., & McCutcheon, L. E. (2001). Shyness, loneliness, and attitude toward celebrities. Current Research in Social Psychology, 6(9), 124–133. Retrieved July 3, 2001, from http://www.uiowa.edu/~grpproc/crisp/crisp.6.9.htm

NOTE: When you have retrieved an article from a newspaper's searchable Web site, give the URL for the site, not for the exact source:

Cary, B. (2001, June 18). Mentors of the mind. Los Angeles Times. Retrieved July 5, 2001, from http://www.latimes.com

Footnotes: Please keep footnotes to a minimum and do not use footnotes for referencing.

Using statistics: All statistics used in an essay must also be referenced.

Resubmission of failed essays

Students must resubmit failed essays within two weeks of being informed by the lecturer. The lecturer/teaching assistant will provide a notional grade for the resubmitted work, but the highest grade that can actually be returned is a III (maximum 49%).

4.5.1 Dissertation

Aims and learning outcomes

The dissertation aims to develop students' research and writing skills and form a base for specialist research in the areas of Race, Ethnicity, Conflict. Upon completion, students should be able to work as social researchers in this field and, in many cases, publish versions of their dissertations in peer-reviewed journals and edited collections.

Delivery

Each student is allocated a supervisor from among the Departmental and MPhil teaching staff. Dissertations must consist of an independent, original piece of research. Students are encouraged to select a research method they are comfortable with. Titles are submitted via the course coordinator by week 6 of the Hilary Term. Supervisors are allocated during Hilary Term and students are expected to work closely with their supervisors. During the final section of the research methods module, students will be asked to make short presentations to help them formulate their proposals and receive feedback from their peers.

Assessment

The dissertations are graded by two members of staff (one of whom is the supervisor) independently of each other. The final decision rests with the external examiner. Students whose dissertations do not meet the minimum pass standard may have the opportunity to re-submit in accordance with College procedures as outlined in the Calendar for Graduate Studies and Higher Degrees. The maximum grade for a re-submission is a pass grade (ie 40%).

Following consultation with the Course Co-ordinator, students who fail to pass the dissertation may opt or be advised to exit with a Postgraduate Diploma in Race, Ethnicity and Conflict provided that they have reached the required standards as set out in the Calendar for Graduate Studies and Higher Degrees.

DISSERTATION GUIDELINES

1.   Topic, research methods and coverage

The dissertation can be on any topic in relation to race, ethnicity and conflict. One of the purposes of doing a dissertation is to give you the chance to study something that you yourself find interesting. The process therefore involves you choosing a topic, and then turning this interest into something that can actually be researched *within the timespan of the MPhil*. You are not obliged to choose a topic from any of the specific areas covered in the various courses, but your topic should relate to the general theme of ethnicity, race and conflict. (In other

words, if you are interested, for instance, in researching violence against women, it should be related to a specific ethnic or cultural context).

You should use any research method in which you feel competent but beware broadening the scope. The aim should be do-ability and depth, not breadth.

2. Submission dates

Title and topic   should be submitted by **the end of Term 1**.

Proposals   should be submitted **by the end of Term 2** (see section 5 for proposal guidelines). During Hilary Term, students will be required to make oral presentations of their proposals within the Research Methods core course to help them in formulating their proposals.

Dissertations   should be submitted by **Sunday, 31 August 2025**.

3. Supervision

Following submission of your dissertation title and topic, supervisors will be allocated, as far as possible, in relation to students' preferences and research topic.

It is hard to legislate for the number of mandatory meetings you should have with your supervisor, but you should have at least four meetings: (1) before submitting your proposal, (2) before you begin doing your fieldwork, (3) while doing your field/library work, and (4) before you begin your final write-up. Depending on the supervisor and on you, more meetings can be arranged. It is recommended that you submit draft chapters early for comment by your supervisor, ideally as you write them. Do remember that it is your responsibility to contact your supervisor to arrange these meetings. Students should submit draft chapters to their supervisors in good time to allow for useful feedback. Supervisors are here to support you – use them!

4. Literature Searches

The following are some main sources:

- use the library search engines, such as the Stella Search by typing in keywords relating to your topic;
- follow up other books and articles that are referred to in work you find on the topic;
- locate relevant journals in the library's online catalogue, or in the Periodicals basement of the Berkley Library: access recent years and look for articles on your topic;
- use the Social Sciences Citation Index, JSTOR and other databases in the TCD library website;

5.   Dissertation Proposals

Your dissertation proposal should demonstrate that you have thought out what questions you are addressing in your dissertation, how they relate to previous questions asked by sociologists, and how you intend to answer them. It should contain the following sections (though not necessarily under these exact headings):

1. Title
2. Introduction: succinct statement of research aims and/or research question followed by brief discussion of how you came to be interested.
3. Literature review: the significance/relevance of your research with respect to a broader scholarly literature.
4. Outline of your theoretical/conceptual framework and epistemological position
5. Research methodology: design, access and sampling, data collection 'tools', data analysis technique, ethical issues.
6. References/Bibliography A complete list of sources (books, chapters, articles, reports) you cite in your proposal. NB it is a good idea to make reference to methods textbooks. This is not included in the word count.
7. Timetable.

In addition, a dissertation proposal **may** contain the findings of a 'pilot study', which may give you some initial confirmation that your research strategy is viable (e.g. in terms of 'gaining access' or of ascertaining how appropriate certain questions are) or alternatively that it requires reshaping in some way. If you want to do a 'pilot study' it is important that you consult your supervisor about carrying this out and integrating it into your final dissertation work.

Your proposal of max 3.000 words in length, will be graded by the Research Methods module lecturers.

6.   Ethical guidelines

Research proposed by postgraduate research students must comply with the School's Ethics Policy. Research students should discuss the possible ethical implications of their research plans as early as possible and supervisors are obliged to advise research students about potential ethical issues in the early stages of the research process. It is the responsibility of the student and her supervisor to familiarise themselves with the School of Social Sciences and Philosophy's Ethics Policy.

Students and their supervisors have to secure ethical approval for their research project before starting their research. For this purpose, students and their supervisors have to complete the research ethics checklist[https://www.tcd.ie/ssp/research/ethics/] which has

to be signed off by the Dept. ethics officer to assess the need for a certificate of ethical approval by the school. Ideally the ethics checklist must be completed and forwarded to the Dept Ethics Officer at the same time as the research proposal is submitted, and certainly prior to the beginning of research.

7.   The Dissertation: Format

A dissertation should normally be divided into the following sections:

1. Title Page. To include: title, the degree for which the work is being submitted, your full name, your supervisor's name, the name of the course and university, the year.

2. Signed declaration that:

   - it has not been submitted as an exercise for a degree at this or any other institution
   - it is entirely your own work
   - you agree that the library may lend or copy the dissertation upon request.

3. Acknowledgements

4. Contents page

5. Introduction. In which you briefly outline the research focus, the literature used, and the methodology used.

6. Research methodology. In this chapter you describe your research methodology, the methods used in detail, details of your sampling methods, method of interviews or observations carried out, sample of questionnaires if used (in an appendix), description of your analysis.

7. Literature review(s).

8. Findings chapter(s). This is the main part of your dissertation and should include a detailed discussion of your findings and how they confirmed or modified your own initial arguments.

9. Conclusion. In this chapter you report your main conclusions and contextualise them in the general implications and relevance to the wider literature.

10. Footnotes. You do not need footnotes to indicate your references since you will use the 'author-date' method as described in the Sociology Department *Stylesheet* (see essay guidelines). If you use footnotes at all, they will be to make minor points of clarification.

11. Tables and/or Maps (unless these are included in the text)

12. <u>Appendices.</u> e.g., questionnaires, topic list for semi-structured interviews (if used), etc.

13. <u>References.</u> Systematic and complete references to sources, alphabetically listed at the end of the dissertation. Please follow departmental guidelines for referencing and citing in the body of the text (see essay guidelines).

14. <u>Abstract.</u> You MUST also include with your dissertation a separate one-page abstract. The abstract is a summary of the entire dissertation, maximum length one page, which can be read separately by the examiners to indicate the nature of the dissertation.

8.   The Dissertation: Presentation

MPhil dissertations are submitted online through the blackboard portal of the research methods in the first instance.

After the examination process, **one A4 copy** of the thesis, in which corrections [if any] have been completed, should be submitted, bound in dark blue hard cover ('Trinity blue'). The final size when bound must not exceed 320x240 mm. The hard-bound copy will be lodged in the Department of Sociology and be available to borrowers (unless specifically embargoed).

Your completed dissertation must be typed on good quality A4 white paper. The print must be black with a minimum of 11 point font. Use one and a half or double spacing; the gutter margin must not be less than 35 mm and that on the other three sides not less than 20 mm. Please print on *both* side of the paper.

You are required to follow the essay citation guidelines in the presentation of your dissertation

9.   The Dissertation: Length

As always, there is no bonus for padding! How much you write will depend in part on your personal style and the nature of the topic. The expected length is 15,000-20,000 with 20,000 being the absolute maximum for the main text of the dissertation (i.e. excluding bibliography, footnotes and appendices). Please include a word count.

10.   The Dissertation: Marking

A condition for dissertation grading is successful completion of all essay requirements prior to submitting the dissertation. Our marking assumes good presentation, but please note that poor grammar, bad spelling and sloppy presentation may be penalized by up to 10 per cent of the total grade awarded. Your dissertation will be marked in the first instance by your supervisor, second marked by a second marker assigned by the course coordinator and finally assessed by the external examiner.

MPhil degrees Trinity College are not ranked, but unofficial transcripts will be issued to all students once marks have been confirmed by the external examiner, usually in late November or early December. Upon successful completion you will be awarded a Masters of Philosophy (MPhil) in Ethnic and Racial Studies.

In case of failing your dissertation, you are invited and requested to re-submit without paying another year's academic fees. The maximum grade for a re-submitted dissertation is a pass grade. You are requested to work under your supervisor's guidance but are not expected to see your supervisor more than twice between the examination date and the resubmission date, which is the end of the calendar year.

11. Some Useful Reading

- O'Leary, Zina. 2017. The Essential Guide to Doing your Research Project. Los Angeles: Sage. Companion website at http://www.uk.sagepub.com/resources/oleary/
- Silverman, David. 2010. Doing Qualitative Research: A Practical Handbook (3rd edition). London: Sage. Companion website at http://www.uk.sagepub.com/silverman

4.6 Marking Scale

First Class Honours I 70-100

First class honours in the School of Social Sciences and Philosophy is divided into grade bands which represent **excellent**, **outstanding** and **extraordinary** performances.

A first-class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated, and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-76 EXCELLENT

First-class answers (excellent) demonstrate a number of the following criteria:

- comprehensiveness and accuracy;
- clarity of argument and quality of expression;
- excellent structure and organization;
- integration of a range of relevant materials;
- evidence of wide reading;
- critical evaluation;
- lacks errors of any significant kind;
- shows some original connections of concepts and theories;
- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

77-84 OUTSTANDING

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality and creativity.

This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

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Second Class, First Division   II.1   60-69

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.

Upper second-class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- accurate and well-informed;
- comprehensive;
- well-organised and structured;
- evidence of reading;
- a sound grasp of basic principles;
- understanding of the relevant details;
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second class answer is that is must have completely dealt with the question asked by the examiner. In questions:

- all the major issues and most of the minor issues must have been identified;
- the application of basic principles must be accurate and comprehensive; and
- there should be a conclusion that weighs up the pros and cons of the arguments.

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Second Class, Second Division   II.2   50-59

A substantially correct answer which shows an understanding of the basic principles.

Lower second class answers display an acceptable level of competence, as indicated by the following qualities:

- generally accurate;
- an adequate answer to the question based largely on textbooks and lecture notes;
- clearly presentation; and
- no real development of arguments.

-- o --

Third Class Honors   III   40-49

A basic understanding of the main issues if not necessarily coherently or correctly presented.

Third class answers demonstrate some knowledge of understanding of the general area but a third-class answer tends to be weak in the following ways:

- descriptive only;
- does not answer the question directly;
- misses key points of information and interpretation
- contains serious inaccuracies;
- sparse coverage of material; and
- assertions not supported by argument or evidence.

-- o --

Fail   F1   30-39

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading.

The characteristics of a fail grade include:

- misunderstanding of basic material;
- failure to answer the question set;
- totally inadequate information; and
- incoherent presentation.

-- o --

Bad Fail   F2   0-29

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

--- o ---

Note that all marks given during the year, including marks for dissertations, are provisional and subject to change by the External Examiner at the end of the year. After a lecturer has returned marks to students at the end of a module, they may not be changed other than at the Court of Examiners meeting at the end of the year. Students are encouraged to alert their module lecturers in the event that they are unable to complete an assignment on time and to request an extension where appropriate.

Grades and comments for module work should be returned to students in a prompt manner, and students should politely approach instructors for module grades if they have not been provided several weeks into the following term (e.g. several weeks into HT for MT grades, end of Trinity Term for HT grades).

4.7 Attendance Requirements

All students must fulfil the requirements of the school or department, as appropriate, with regard to attendance and course work. Where specific requirements are not stated, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit a third of the required course work in any term. At the end of the teaching term, students who have not satisfied the school or department requirements, may be reported as non-satisfactory for that term.

See Part III of the Calendar for College regulations regarding attendance and 'Off-Books' status: https://www.tcd.ie/calendar/

4.8 External Examiner

The External Examiner for the MPhil in Race, Ethnicity and Conflict is Professor Nasar Meer, University of Glasgow.

4.9 Progression Regulations
See Part III of the College Calendar for full details of College regulations regarding Progression: https://www.tcd.ie/calendar/.

4.9.1 Appeals

See Part III of the College Calendar for full details of College regulations regarding Academic Appeals: https://www.tcd.ie/calendar/.

4.10 Transcripts

Transcripts are available on request to the Programme Administrator at sociology@tcd.ie. Please include your student number and course when requesting a transcript. Transcripts are never issued to a third party, such as a parent or prospective employer without the consent of the person named on the transcript.

4.11 Careers Information & Events

The Careers Advisory Service (CAS) provides a wide range of resources and services to help you make and implement informed choices about your future career direction. The Careers Information Centre at 7-9 South Leinster Street contains a range of free, career-related booklets and employer materials for you to take away. Online, the resources section of the website (www.tcd.ie/Careers/resources) provides useful information on a range of topics from career choice and planning, to working abroad, taking a year out and everything in between. CAS also provides a MyCareer online service. More information is available here.

4.12 Student Feedback & Evaluation

Evaluation of courses and their constituent modules is an important component of the College's commitment towards improving the quality of teaching and the support of learning. To this end, all modules that are taught by the School of Social Sciences and Philosophy are evaluated on a twice-yearly basis using an online survey. The survey is anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved. Student feedback forms an important part of the evaluation and review process.

All results for each survey are collated and made available to the lecturer who taught the module, the Head of Department, the Head of School, the School's Director of Teaching and Learning (UG/PG), and the School Manager. Teaching Assistants receive their feedback through communication with the course lecturer.

Studies have shown that there is some gender bias in student evaluations of teaching – namely that female lecturers tend to receive more negative evaluations than their male counterparts. We ask you to bear this in mind when making your evaluations.