



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



# MSc Comparative Social Change

Handbook

2024-25



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## Introduction and Welcome

Dear Students,

Welcome to the MSc Comparative Social Change, delivered jointly by Trinity College Dublin and University College Dublin.

This programme uses the recent experience of Irish social change in a comparative European and global context to develop your knowledge of the social, cultural and economic forces which lead to wider social change. It is particularly relevant for those of you interested in pursuing careers in research, policy development, the public sector, nongovernmental organisations and national or local government. The course 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 at Trinity College Dublin as well as the School of Sociology at University College Dublin are involved in the delivery of this programme, resulting in a greater range of expertise, both in terms of teaching and research supervision in the areas of comparative research methodology and social change. All are very welcoming to interaction with you as students of this programme and we encourage you to make the most of this, particularly when it comes to choosing your dissertation topic. Two core modules are provided by Trinity, and one by UCD. There is approximate parity between optional modules and balance between students in modules overall.

UCD is the administrative hub for the programme with responsibilities that range from applications, fees, scholarships, grades and grade approval, extensions, graduation, and routine administration. There is a programme Course Director at Trinity and an institutional Coordinator at UCD, and we both 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 our institutions.

Best wishes,



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**Professor Daniel Faas**  
MSc Course Director, Trinity



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**Dr Gerard Boucher**  
MSc Course Coordinator, UCD

## **Section 1: General Information and Course Regulations**

### ***Course Administration***

<b>Address</b>	UCD, School of Sociology, Room D404, Newman Building, Dublin 4	
<b>Opening Hours</b>	Monday and Friday: Tuesday, Wednesday, Thursday:	By email/zoom only 9.30 – 13.00 and 14:00 – 16:30
<b>Telephone</b>	01 716 8674	
<b>Email</b>	<a href="mailto:sociology@ucd.ie">sociology@ucd.ie</a> and <a href="mailto:lucia.suchorova@ucd.ie">lucia.suchorova@ucd.ie</a> (Ms Lucia Suchorova)	
<b>Websites</b>	<a href="http://www.tcd.ie/sociology">www.tcd.ie/sociology</a> <a href="http://www.ucd.ie/sociology/">http://www.ucd.ie/sociology/</a>	
<b>Course Director (TCD)</b>	Prof Daniel Faas, 01 896 3443, <a href="mailto:daniel.faas@tcd.ie">daniel.faas@tcd.ie</a> Office Hours: Please email for an appointment.	
<b>Course Coordinator (UCD)</b>	Dr Gerard Boucher, 01 716 8506, <a href="mailto:gerard.boucher@ucd.ie">gerard.boucher@ucd.ie</a> Office Hours: Please email for an appointment.	

### ***Course Learning Outcomes***

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

- Explain the deployment of different theoretical models of social change
- Critically assess the causes and consequences of the major dimensions of social change that have occurred in the last 50 years
- Apply different models of social change in constructing a sociologically informed argument about a specific instance of social change
- Explain the sociological research on the relationship between individuals and social institutions
- Apply the range of research strategies and methodologies available to collect evidence around social change
- Demonstrate communication, writing, presentation and debating skills
- Successfully carry out a substantial piece of research through an individually-supervised dissertation

## Course Structure

The programme consists of three mandatory core modules (each worth 10 credits); seven optional modules (students select 30 ECTS in total from these options, at least 10 ECTS from each partner University); and a 20,000 word dissertation (30 ECTS) to be submitted by 31 August 2025. Students are required to accumulate 90 ECTS credits in total.

Compulsory Modules			
Code	Module Title	ECTS	Lecturer
SOC40810	Introduction to Comparative Social Change	10	Dr Gerard Boucher
SOP77101/ SOC40840	Research Methods	10	Dr Yekaterina Chzhen & Dr David Ralph
SOP77112/ SOC40850	Globalisation and Social Change: India, China, Brazil	10	Dr Roderick Condon
SOP77300/ SOC40920	Dissertation	30	Prof Daniel Faas & Dr Gerard Boucher

Optional Modules			
Code	Module Title	ECTS	Lecturer
SOC41180	Global Solutions and Applied Social Change	10	Dr Marta Eichsteller
SPOL40470	Comparing Healthcare Systems	10	Dr Naonori Kodate
SOP77081/ SOC40960	The Migration Challenge: Comparative Educational Perspectives	10	Prof Daniel Faas
SOP77052/ SOC40980	Labour, Migration, Conflict	10	Dr Camilla Devitt
SOC40620	Nationalism and Social Change	10	Prof Siniša Malešević & Dr Iarfhlaith Watson
SOC41060	Religion in Comparative Perspective	10	Dr Sarah Carol
SOP77122	Sociological Thinking in the Digital Age	10	Prof Taha Yasseri
SOP77091/ SOC40910	Gender and Social Change in Comparative Context	10	Dr Roderick Condon

# Course Timetable 2024/25

## Michaelmas Term/Autumn Trimester

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM			50P77081/SDC40960		
to			The Migration Challenge: Comparative Educational		
11:00 AM			Arts40508		
Room			Arts40508		
Week Nrs			3-8,10-14		
Co-ordinator			Danie/Faas		

	Monday	Tuesday	Wednesday	Thursday	Friday
Mii+IMM		SOC4U60		5DP77W1/SOC40840	
to		Global Solutions and Applied Social Change		Research Methods	
Room		116-VET (UCO/		Arts3106	
Week Nrs		1-7,9-12		3-8,10-14	
Co-ordinator		Marta Elchsteller		Daniel Faas & Yekaterina Chzhen	

	Monday	Tuesday	Wednesday	Thursday	Friday
Room					
Week Nrs					
Co-ordinator					

	Monday	Tuesday	Wednesday	Thursday	Friday
to					
Room					
Week Nrs					
Co-ordinator					

	Monday	Tuesday	Wednesday	Thursday	Friday
to					
Room					
Week Nrs					
Co-ordinator					

TCDWk Number	Monday	Tuesday	Wednesday	Thursday	Friday	TCOWk Number
8	09-Sep-24	10-Sep-24	11-Sep-24	12-Sep-24	13-Sep-24	3
	16-Sep-24	17-Sep-24	18-Sep-24	19-Sep-24	20-Sep-24	4
	23-Sep-24	24-Sep-24	25-Sep-24	26-Sep-24	27-Sep-24	5
	30-Sep-24	01-Oct-24	02-Oct-24	03-Oct-24	04-Oct-24	6
	07-Oct-24	08-Oct-24	09-Oct-24	10-Oct-24	11-Oct-24	7
		15-Oct-24	16-Oct-24	17-Oct-24	18-Oct-24	8
	21-Oct-24					9
	28-Oct-24					10
	04-Nov-24	05-Nov-24	06-Nov-24	07-Nov-24	08-Nov-24	11
	11-Nov-24	12-Nov-24	13-Nov-24	14-Nov-24	15-Nov-24	12
	18-Nov-24	19-Nov-24	20-Nov-24	21-Nov-24	22-Nov-24	13
	25-Nov-24	26-Nov-24	27-Nov-24	28-Nov-24	29-Nov-24	14

# Hilary Term/Spring Trimester

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM to 11:00 AM			SOP77051/SOC40980 <b>Labour, Migration, Conflict</b> PX202 before Study Week and PX201 after Study Week	SOP77091/SOC4-0910 <b>Gender and Social Change in Comparative Context</b> 2.16 FOSPL (Foster Place)	
Week Nrs			22-27,29-33	22-27,29-33	
Co-ordinator			Camillo Devitt	David Ralph	

Time	Monday	Tuesday	Wednesday	Thursday	Friday
MH+Hf:M				SOC41070 <b>Sociological Thinking in the Digital Age</b> 2.16 FOSPL before Study Week and 1.16 FOSPL after Study Week	
Week Nrs				22-27,29-33	
Co-ordinator				Taha Yasseri	

Time	Monday	Tuesday	Wednesday	Thursday	Friday
		SOC40620 <b>Nationalism and Social Change</b> 0422-ART (UCD) 20-26,29-33			
Week Nrs		20-26,29-33			
Co-ordinator		Sinisa Malesevic & Iarfhlaith Watson			

Time	Monday	Tuesday	Wednesday	Thursday	Friday
			SOP77101/SOC40840 <b>Religion in Comparative Perspective</b> 0422-ART (UCD) 20-26,29-33	Trinity Sociology Research Seminar (3-4pm only) 6 <sup>th</sup> floor College Green 22-27,29-33	Research Methods (3-Spm) Arts 1013 22-27,29-33
Week Nrs			20-26,29-33	22-27,29-33	22-27,29-33
Co-ordinator		Sarah Carol	JanSkopek	Yekaterina Chzhen & Daniel Faas	

Time	Monday	Tuesday	Wednesday	Thursday	Friday
				SOP77111/SOC40850 <b>Globalisation and Social Change: India, China, Brazil</b> 0.54 D'Olier Stn,et 22-27,29-33	
Week Nrs				22-27,29-33	
Co-ordinator				Roderick Condon	

UCD Wk Number	TCD Wk Number	Monday	Tuesday	Wednesday	Thursday	Friday	UCD Wk Number	TCOWk Number
20	22	20-Jan-25	21-Jan-25	22-Jan-25	23-Jan-25		22	22
21	23	27-Jan-25	28-Jan-25	29-Jan-25	30-Jan-25	31-Jan-25	23	23
22	24	03-Feb-25	04-Feb-25	05-Feb-25	06-Feb-25	07-Feb-25	24	24
23	25	10-Feb-25	11-Feb-25	12-Feb-25	13-Feb-25	14-Feb-25	25	25
24	26	17-Feb-25	18-Feb-25	19-Feb-25	20-Feb-25	21-Feb-25	26	26
25	27	24-Feb-25	25-Feb-25	26-Feb-25	27-Feb-25	28-Feb-25	27	27
26	28	03-Mar-25		TCD Study Week			28	28
27	29	10-Mar-25		UCO Study Week			29	29
28	30	17-Mar-25					30	30
29	31	24-Mar-25	25-Mar-25	26-Mar-25	27-Mar-25	28-Mar-25	31	31
30	32	31-Mar-25	01-Apr-25	02-Apr-25	03-Apr-25	04-Apr-25	32	32
31	33	07-Apr-25	08-Apr-25	09-Apr-25	10-Apr-25	11-Apr-25	33	33
32	34	14-Apr-25	15-Apr-25	16-Apr-25	17-Apr-25	18-Apr-25	34	34
		21-Apr-25	22-Apr-25	23-Apr-25	24-Apr-25	25-Apr-25		



## Course Regulations

### College Regulations for Postgraduate Courses

College regulations for postgraduate courses can be found in The University of Dublin Calendar Part III ([www.tcd.ie/calendar](http://www.tcd.ie/calendar))

### Assessment

With respect to specific modules, students will be subject to the relevant regulations and policies of the institution delivering the module. This means that for modules owned and delivered by UCD, students will be graded according to the UCD grading scale. For modules owned and delivered by Trinity, students will be marked according to the Trinity marking scale. On the Dissertation module which has Trinity and UCD-linked institutional module coordinators students are governed by the dissertation guidelines of the institution to which their supervisors are attached.

Student transcripts will bear both sets of marks and grades and contain a conversion table of marking/grading equivalences between the two institutions. The assessment model will be such that the final mark is based on a credit-weighted average of the mark awarded in each module.

Trinity-UCD Module Level Marking/Grading Equivalences	
Trinity marks	UCD grades
78-100	A+
74-77	A
70-73	A-
68-69	B+
64-67	B
60-63	B-
58-59	C+
54-57	C
50-53	C-
48-49	D+
44-47	D
40-43	D-
0-39	F

### Joint Court of Examiners

For every cohort of students, the Joint Examination Board/Court of Examiners will initially convene following UCD semester one/ Michaelmas Term to consider results of the UCD-delivered modules and any provisional results from Trinity-delivered modules.

The Joint Court of Examiners/Examination Board will comprise academic staff from both institutions, teaching on the course, and the Trinity/UCD-appointed external examiner, [Prof Neil McLaughlin](#) from

McMaster University in Canada. It is chaired by the Course Director. Given that UCD is the administrative hub of the MSc programme, the degree award will be designated according to UCD classifications. For Fail no degree is awarded.

The Joint Examination Board/Court of Examiners will convene in the following Semester 1 (late September/early October) in UCD to review assessment and examination results for all taught modules delivered by both institutions and dissertation results (dissertations are to be submitted on or before 31 August) and will make recommendations regarding the award of student grades, and the award of the degree. The recommendations of the Joint Examination Board/Court of Examiners will be submitted to the relevant committee/office in each institution in accordance with the standard grade approval process and degree awarding timelines for that institution.

### Awards, Graduation and Transcripts

The parchment has the TCD and UCD logos and reads, in Latin, that the student is getting a Masters degree. In addition to the university parchment, UCD Registry will produce a detailed transcript that has both a TCD award classification and a UCD award classification based on the agreed table below. Transcripts can be accessed here: <http://www.ucd.ie/students/studentdesk/transcripts.html>

Trinity and UCD Classifications				
Trinity Award Classification	Trinity Mark		UCD Grade	UCD Classification
Pass with Distinction	≥70%		≥3.68	1 <sup>st</sup> Class Honours
Pass	60-69%		3.08-3.67	2 <sup>nd</sup> Class Honours, Grade 1
Pass	50-59%		2.48-3.07	2 <sup>nd</sup> Class Honours, Grade 2
Pass	40-49%		2.00-2.47	Pass
Fail	≤39%		≤1.99	Fail

This course follows an assessment model where the final mark is based on a credit-weighted average of the mark awarded in each module. The pass mark in every module and assignment component is 40%.

With respect to the graduation ceremony, there will be a single joint ceremony to be arranged by UCD as the Administrative Hub institution (see <http://www.ucd.ie/confer/>). **Your graduation ceremony will take place in early December 2025.** Attendees at this ceremony representing each institution will be proposed by the Joint Programme/Course Committee. Attendees at this ceremony will follow the ceremony protocol of the Administrative Hub institution that is hosting the ceremony.

(A) To qualify for the award of the MSc degree, students must:

- (i) achieve a pass mark in the dissertation,
- (ii) achieve a pass mark of 40% in each of the taught modules amounting to 60 ECTS,

(iii) achieve an overall pass mark which is the credit-weighted average of the mark awarded in each module plus the dissertation element,

(iv) Students failing to pass taught modules may resubmit required coursework within two weeks from notification of the original mark,

(v) Students who, following re-assessment, have failed to pass taught modules will be deemed to have failed overall, and may reapply to repeat the course.

The following regulations also apply:

(B) Students who achieve a mark of at least 70% in the dissertation and a mark of at least 70% in the overall final aggregated average mark for the course may be awarded a 1<sup>st</sup> Class Honours. A 1<sup>st</sup> Class Honours cannot be awarded if a student has failed any credit during the course.

(C) Students who have passed taught modules, but who do not achieve a pass mark in the dissertation, will be deemed to have failed the Masters course. Such students may apply to repeat the year, or may be awarded the associated Postgraduate Diploma in Comparative Social Change which is available only as an exit award from the MSc course.

## **Appeals**

You may appeal in UCD the result for any mark or grade or in Trinity request a re-check of an assessed piece of work in line with the procedures in place in each institution. In a situation where you are not satisfied with the ruling of the Course Committee you will follow an established appeal channel, respectively in Trinity or UCD depending on the institutional anchorage of the module or modules under appeal. On the Dissertation module which has Trinity and UCD-linked institutional module coordinators you will appeal the institution to which their supervisors are attached.

## ***General Information***

### **Student Email**

All email correspondence relating to the course will be sent to students' TCD or UCD email addresses only.

### **Checking your personal student record**

my.tcd.ie allows students to view their own central student record and the modules for which they are registered. To access the system you will need your College username and network password. To access go to the College local home page ([www.tcd.ie/Local](http://www.tcd.ie/Local)) and click on my.tcd.ie. If your personal student information is incorrect you should contact the Academic Registry ([academic.registry@tcd.ie](mailto:academic.registry@tcd.ie)) stating your full name and student ID number.

# UCD REGULATIONS

When you become a UCO student, you join a community that values honesty, integrity, dignity and respect. The UCO Student Charter and Student Code outline the role you play and how you are expected to act while in UCO.

It is important that you familiarise yourself with the University Regulations before you begin your life here in UCO.

## **UCD STUDENT CHARTER**

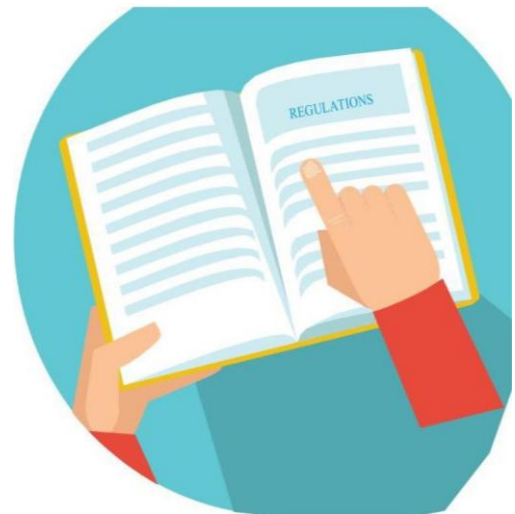
The Student Charter sets out the roles and responsibilities of the various groups within our University and outlines what you can expect from your University and what the University can expect from its student members.

## **UCD STUDENT CODE**

The Student Code establishes the University's expectations in respect of student behaviour and conduct.

## **UCD STUDENT EMAIL PROTOCOL**

Remember to check your UCO email account frequently so that you don't miss out on important information from the University. We use your UCO email address for all official communication with you. The full student email protocol can be found at the link below.



## **UCD ACADEMIC REGULATIONS**

Your studies in UCO are governed by a set of overarching rules called Academic Regulations. These regulations are supported by academic policy, procedures and guidelines. For ease of use, there is also a quick reference user's guide to the regulations available which allows you to search for topics in an FAQ format.

## **UCD EXAM REGULATIONS**

UCO has examination procedures and regulations in place so make sure that you are aware of the rules.

## **SMOKE- FREE UCD POLICY**

UCO is committed to working toward a smoke free campus. This is being implemented on a phased basis. From September 2016 all built-up areas of the campus are prescribed as smoke-free zones. Your cooperation not to smoke/vape in these areas is appreciated.

You will find a copy of these regulations in the Student Services Directory on the Current Students area of the website, under University Regulations.

[www.ucd.ie/students](http://www.ucd.ie/students)



# STUDENT SUPPORT

## PROGRAMME OFFICES

[www.ucd.ie/students/progoffice](http://www.ucd.ie/students/progoffice)

Each undergraduate course (programme in UCD) is supported by a Programme Office. They are the first point of contact for students seeking academic advice and support. They are here to help you with any concern or query relating to your degree programme. Some of the key areas your Programme Office can help with are: registration queries, academic programme advice, extenuating circumstances/medical certificates, withdrawals/re-admission to programmes or referral to Student Adviser, academic staff/Access and Lifelong Learning - Disability Support, etc.

## SCHOOL OFFICES

[www.ucd.ie/collegesandschools](http://www.ucd.ie/collegesandschools)

Each subject area belongs within a School. For example, any mathematical modules will belong to UCD School of Mathematics and Statistics. You should approach the administrative staff within the School Office if you have difficulties which are specific to those modules.

## STUDENT DESK

[www.ucd.ie/studentdesk](http://www.ucd.ie/studentdesk)

Module registration, SISWeb access, fees and form stamping are just some of the services we provide. You can also get official documents such as Certificates of Attendance, Statements, and Official Transcripts online via your SISWeb account, under the Registration, Fees & Assessment tab. You can also contact us through the Student Desk Connector (as above), call us on 01 716 1555 or call in to see us in the Tierney Building. For opening hours, check [www.ucd.ie/studentdesk](http://www.ucd.ie/studentdesk)

UCO has many people available to help with your queries.

## STUDENT ADVISERS

[www.ucd.ie/studentadvisers](http://www.ucd.ie/studentadvisers)

Student Advisers provide support for all students throughout their university experience, particularly during their first year. Each programme has a dedicated Student Adviser who is your gateway to support services. Additionally, there are Student Advisers attached to specific groups of students, such as mature or international students. We work closely with the administrative and academic staff as well as other support staff. Students can call to see us in relation to personal, social or practical issues. From simple requests for information to more confidential and serious matters, we will give you the time and space to talk things through.

## ACCESS AND LIFELONG LEARNING • DISABILITY SUPPORT

[www.ucd.ie/openingworlds/ucdaccesscentre](http://www.ucd.ie/openingworlds/ucdaccesscentre)

The UCD Access Centre provides a range of support for students with disabilities. Please email [disability@ucd.ie](mailto:disability@ucd.ie) for more information.

## INTERNATIONAL OFFICE

[www.ucd.ie/international](http://www.ucd.ie/international)

UCD International offers a wide range of support services to international students as well as to Irish students wishing to study abroad on exchange programmes.

## STUDENTS' UNION

[www.ucdsu.ie](http://www.ucdsu.ie)

As a UCD student you automatically become a member of the Students' Union.



# STUDENT SUPPORT

Here is a sample of the best places to go for different types of queries.



**I NEED ACADEMIC ADVICE/  
REGISTRATION GUIDANCE ABOUT  
MY MODULES**

Programme Office  
[www.ucd.ie/students/progoffice](http://www.ucd.ie/students/progoffice)



**I HAVE A DISABILITY/LEARNING  
DIFFICULTY**

UCD Access and Lifelong Learning -  
Disability support  
[www.ucd.ie/campusaccessibility](http://www.ucd.ie/campusaccessibility)



**I'VE GOT A PERSONAL PROBLEM**

Student Adviser  
[www.ucd.ie/studentadvisers](http://www.ucd.ie/studentadvisers)



**I'VE LOST MY UCD STUDENT  
CARD (UCARD)**

UCARD Bureau  
[www.ucd.ie/ucard](http://www.ucd.ie/ucard)



**I HAVE AN URGENT  
MEDICAL PROBLEM**

Student Health Service  
[www.ucd.ie/stuhealth](http://www.ucd.ie/stuhealth)



**I'M HAVING PROBLEMS WITH THE  
ONLINE REGISTRATION SYSTEM**

[www.ucd.ie/studentdesk](http://www.ucd.ie/studentdesk) or  
[www.ucd.ie/students/progoffice](http://www.ucd.ie/students/progoffice)



**I WANT TO REPORT AN  
EMERGENCY ON CAMPUS**

Estate Services  
Ext. 7999 or (01) 716 7999  
[www.ucd.ie/estates](http://www.ucd.ie/estates)



**I NEED A TRANSCRIPT/CERT OF  
ATTENDANCE**

Student Desk  
[www.ucd.ie/sisweb](http://www.ucd.ie/sisweb) or  
[www.ucd.ie/studentdesk](http://www.ucd.ie/studentdesk)





**I HAVE A PROBLEM WITH MY UCD ACCOMMODATION**

Student Residences (Resident Assistant)  
[www.ucd.ie/residences](http://www.ucd.ie/residences)

**I WANT TO MAKE A COMPLAINT ABOUT MY EXPERIENCE AT UCD**

[www.ucd.ie/complaints](http://www.ucd.ie/complaints)



**I HAVE A QUESTION ABOUT MY FEES**

Student Desk  
[www.ucd.ie/studentdesk](http://www.ucd.ie/studentdesk)



**I'M AN INTERNATIONAL STUDENT WITH VISA PROBLEMS**

UCD International  
[www.ucd.ie/international](http://www.ucd.ie/international)



**I'VE BEEN SICK AND CAN'T DO ALL MY ASSESSMENTS**

Programme Office  
[www.ucd.ie/students/progoffice](http://www.ucd.ie/students/progoffice)



**I WANT TO GET IN TOUCH WITH OTHER STUDENTS FROM MY COUNTRY**

UCD International  
[www.ucd.ie/international](http://www.ucd.ie/international)



**I'M IN FINANCIAL DIFFICULTIES**

Student Adviser  
[www.ucd.ie/studentadvisers](http://www.ucd.ie/studentadvisers)



**I WANT TO JOIN A SOCIETY TO MEET NEW PEOPLE**

UCD Societies  
[www.ucdsocieties.com](http://www.ucdsocieties.com)



**I WANT TO LEAVE UCD**

Programme Office  
[www.ucd.ie/students/progoffice](http://www.ucd.ie/students/progoffice)



**FOR ADVICE ON ALL OF THE ABOVE**

Student Adviser  
[www.ucd.ie/studentadvisers](http://www.ucd.ie/studentadvisers)

## VIEW YOUR STUDENT RECORD: UCD

### What you need to know

You can view your student record in [SISWeb](#) at any point. To do this, log into SISWeb using your UCD student number and password. Click on the **Registration, Fees & Assessment** tab and select **UView** in the menu list.



UView allows you to check information such as your Programme history, contact information, module registration, GPA and grades.

### Useful links

[SISWeb](#)

[Information on UView](#)



## ***Student Supports at Trinity***

### **Trinity Postgraduate Advisory Service**

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

[https://www.tcd.ie/Senior\\_Tutor/postgraduateadvisory/](https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/)

### **Trinity Graduate Students Union**

The Graduate Students' Union is an independent body within College that represents Postgraduate students throughout College. <http://tcdgsu.ie/>

### **Trinity Disability Services**

The Disability Service aims to develop clear and effective support systems at all stages in the student journey from college entrance to graduation to employment. Further information on the College Disability Service can be found on their website <https://www.tcd.ie/disability/>

### **Trinity Careers Advisory Service**

The College Careers Advisory Service is available to offer advice to students and graduates on career prospects. Further information can be found on their website <http://www.tcd.ie/Careers/>

### Note/Save the Date:

A special session with the Trinity Careers Service (Facilitator: Ms. Orla O'Dwyer) has been arranged for students on the MSc Comparative Social Change **to take place on Wednesday 23<sup>rd</sup> October 2024, from 2-4pm (6<sup>th</sup> floor Conference Room at 3 College Green)**. It is expected that all students attend this session. If for any reason you cannot make it please email [daniel.faas@tcd.ie](mailto:daniel.faas@tcd.ie) in advance. Topics covered include: CV, Interviews, Job search, and different career pathways for MSc graduates.

### ***Map of TCD and UCD campus***

#### **Trinity**

A map of TCD can be found by clicking here:

<http://www.tcd.ie/Maps/assets/pdf/tcd-campus.pdf>

Lecture room codes at Trinity – please refer to the above map:

FOSPL = Foster Place (in the rear part of the building where Sociology is)

ARTS = Arts Building (on the main campus)

PX = Phoenix House (at 6-9 Leinster Street South)

D’OLIER STREET = School of Nursing and Midwifery Building

The Sociology Research Seminar takes place on the top floor at 3 College Green (Secretary’s Conference Room), in the building where the Sociology Department is located.

#### **UCD**

A map of UCD can be found by clicking here:

<http://www.ucd.ie/students/newstudents/maps.html>

## **Section 2: Module Outlines and Course Requirements**

<b>Core Module</b>	<b>SOC40810 Introduction to Comparative Social Change: Concepts and Cases</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Dr Gerard Boucher School of Sociology, UCD
<b>Module Description</b>	<p>Rather than a constant, stable structure, our social reality is in flux. Seemingly permanent fixtures of our social, demographic and political landscape fade, suddenly collapse and emerge within remarkably short periods of time. From the fall of the Berlin Wall to the Brexit and from the Arab Spring to the Syrian Refugee Crisis, social currents ebb and flow in seeming unpredictable ways. Rather than accept that our society evolves randomly, this module seeks to offer insight into the theory and logic of social change.</p> <p>The study of social change within and between societies is a central concern in classical and contemporary sociology. This module critically examines some of the sociological theories and concepts that have been devised to analyse comparative social change. It focuses in particular on theories and concepts of state-society relations and on institutionalism as a perspective to better understand and explain social change across societies. It then critically applies these theories and concepts to a selection of historical and contemporary case studies of countries, regions and social movements. The main aim of the case studies is to illustrate some of the durable concepts, robust findings, internal differences and unresolved issues in the study of comparative social change.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to critically analyse sociological theories and concepts of comparative social change;</li> <li>• Show capacity to critically apply theories and concepts of comparative social change to selected case-studies;</li> <li>• Exhibit personal, social and communication skills useful for active contribution to a group presentation;</li> <li>• Demonstrate critical writing ability to construct, support and summarise an argument that links concepts and cases of comparative social change.</li> </ul>
<b>Module Start Date</b>	Michaelmas Term/Autumn Trimester

<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	Concept Analysis – Week 4 (500 words): 15% Applied Analysis – Week 8 (1,000 words): 25% End of Trimester Essay (1,500 words): 60%
<b>Indicative Reading List</b>	<p>Allen, K. and O’Boyle, B. (2013) <i>Austerity Ireland: The Failure of Irish Capitalism</i> London: Pluto Press.</p> <p>Appelbaum, R. and Henderson, J. (eds.) (1992) <i>States and Development in the Asia-Pacific Rim</i>. London: Sage.</p> <p>Arrighi, G. (2009) <i>The Long Twentieth Century</i>. London: Verso.</p> <p>Arbrutyn, S. (2014) <i>Revisiting Institutionalism in Sociology</i>. New York: Routledge.</p> <p>Avdagic, S., Rhodes, M. and Visser, J. (eds.) (2011) <i>Social Pacts in Europe: Emergence, Evolution, and Institutionalization</i>. Oxford: Oxford University Press.</p> <p>Boltanski, L. and Chiapello, E. (2005) <i>The New Spirit of Capitalism</i>. London: Verso.</p> <p>Brinton, M. and Nee, V. (eds.) (2001) <i>The New Institutionalism in Sociology</i>. Stanford: Stanford University Press.</p> <p>Castells, M. (2015) <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Cambridge: Polity.</p> <p>Crouch, C. (2011) <i>The Strange Non-Death of Neo-Liberalism</i>. Cambridge: Polity Press.</p> <p>Della Porta, D. and Diani, M. (2006) <i>Social Movements: An Introduction (2<sup>nd</sup> Edition)</i> Oxford: Blackwell Publishing.</p> <p>Hall, P. A. and Soskice, D. W. (eds.) (2001) <i>Varieties of Capitalism: The Institutional Foundations of Comparative Advantage</i>. Oxford: Oxford University Press.</p> <p>Hobsbawm, E. (1999) <i>Industry and Empire</i>. London: Penguin.</p> <p>Ó Riain, S. (2014) <i>The Rise and Fall of Ireland’s Celtic Tiger</i>. Cambridge: Cambridge University Press.</p> <p>Sassen, S. (1998) <i>Globalization and Its Discontents: Essays on the New Mobility of People and Money</i> New York: The New Press.</p> <p>Vogel, E.F. (1993) <i>The Four Little Dragons</i>. Boston, MA: Harvard University Press.</p> <p>Wallerstein, I. (2007) <i>World-Systems Analysis: An Introduction</i> Durham: Duke University Press.</p> <p>Zielonka, J. (2014) <i>Is the EU Doomed?</i> Cambridge: Polity.</p>

<b>Elective Module</b>	<b>SOC41160: Global Solutions and Applied Social Change</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Dr Marta Eichsteller School of Sociology, UCD
<b>Module Description</b>	This module explores how we construct the most successful solutions addressing the most pressing global problems. This module introduces you to a unique analytical framework that combines academic, activist, business and policy perspectives (the AABP model) to explore and study solutions. By bringing together multiple analytical perspectives from the economy, sociology, policy, communications studies and many more - we will explore particular cases from each field and then introduce students to their own individual projects.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate familiarity with theoretical debates and the key challenges facing contemporary societies.</li> <li>• Use comparative perspectives to analyse a selected topic related to global problems and analyse them from the Academic, Activist, Business and Policy perspective - showing the application of the AABP model.</li> <li>• Display competence in using and interpreting social and political data from a range of national and international sources.</li> <li>• Demonstrate awareness of the historical and cultural context implications in analysing social problems and global solutions.</li> <li>• Enhance their analytical skills, argumentation, critical thinking, and ethical approach towards sensitive issues.</li> </ul>
<b>Module Start Date</b>	Michaelmas Term/Autumn Trimester
<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	2,000 word mid-term essay: 60% 2,000 word analysis of individual case study: 40%
<b>Indicative Reading List</b>	Alexander, J. (2022) <i>Citizens Why the Key to Fixing Everything is All of Us</i> , Canbury Press.

	<p>Clavier B. (2022) Powering the Social Project “How the Structural Changes Needed to Fund Social Progress”, <i>Frontiers of Social Innovation</i>, N. Malhotra (ed.)</p> <p>Eggers W. and MacMillan, P. (2022) Disruptive Technologies - Creating the ability to mobilise massive resources; <i>in Solution Revolution</i>.</p> <p>Makhlouf, H.H. (2011) Social entrepreneurship: generating solutions to global challenges. <i>International Journal of Management &amp; Information Systems (IJMIS)</i>, 15(1).</p> <p>Meehan W. (2022) “Rethinking Billionaire Philanthropy “BillPhils, About Face!” in <i>Frontiers of Social Innovation</i>, N. Malhotra (ed.)</p> <p>Plummer K. (2021) <i>Critical Humanism</i>, London: Polity Press.</p> <p>Shafik M. (2021) Chapter 8 A New Social Contract; in <i>What do we owe each other: A new social contract</i>.</p> <p>Thier, K. and Namkoong, K., (2023) Identifying Major Components of Solutions-Oriented Journalism: A Review to Guide Future Research. <i>Journalism Studies</i>, pp.1-18.</p> <p>Watts, D.J. (2017) Should social science be more solution-oriented? <i>Nature Human Behaviour</i>, 1(1), p.00-15.</p>
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<b>Elective Module</b>	<b>SPOL40470: Comparing Healthcare Systems</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Dr Naonori Kodate School of Social Policy, Social Work and Social Justice, UCD
<b>Module Description</b>	Through comparative study of different health care systems, this course seeks to develop a critical awareness of the key debates in policy reforms, e.g. the role of government and other actors such as the private sector, health care professionals and users. Themes covered in the course include the historical foundations of different health care systems; similarities and differences in the way health care is financed, provided and regulated; contemporary debates on care reforms including the impact of Covid19 shocks, social determinants of health, financial viability, universal access (e.g. Sláintecare), quality improvement, patient safety, and the use of technologies in care settings.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Acquire insights into structure of health care systems in industrially advanced economies;</li> <li>• Develop a systematic understanding of the major economic, political and sociological issues involved in the organisation, production and financing of health care services, both nationally and internationally;</li> <li>• Foster a critical awareness of key debates in policy reforms, including the role of government and other actors through comparative study of different health care systems; and</li> <li>• Analyse the roles of professionals, users and researchers in the making, implementation and evaluation of health policy through the use of case studies.</li> </ul>
<b>Module Start Date</b>	Michaelmas Term/Autumn Trimester
<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	4,000 word end of term essay: 80% Individual presentation and class participation: 20% Deadline: Friday 29 November 2024
<b>Indicative Reading List</b>	Blank, R.H., Burau, V. and Kuhlmann, E. (2017). <i>Comparative Health Policy</i> . Red Globe Press.



	<p>Wilkinson, R.G. and Pickett, K.E. (2009). <i>The Spirit Level: Why More Equal Societies almost Always do Better</i>. London: Allen Lane.</p> <p>Tiberghien, Y. (2021). <i>The East Asian COVID-19 Paradox Elements in Politics and Society in East Asia</i>. Cambridge: Cambridge University Press.</p> <p>Larkan, F. et al. (Eds.) (2022). <i>Systems Thinking for Global Health</i>. Oxford: Oxford University Press.</p>
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<b>Core Module</b>	<b>SOP77101/SOC40840 Research Methods</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Prof Daniel Faas & Dr Yekaterina Chzhen Department of Sociology, Trinity
<b>Module Description</b>	<p>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.</p> <p>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.</p> <p>The module spans both Michaelmas and Hilary Term each of them comprising 11 weeks. One half of each term will be devoted to qualitative or quantitative research. In Michaelmas Term, students will get an introduction to the principal methodologies of each approach. Based on that, Hilary Term will provide a more advanced, lab-based and hands-on treatment of methods of data collection and data analysis (like conducting interviews or analysing statistical data using statistical software) to equip students with the necessary skills to pursue their own dissertation research. In Hilary Term students will also work continuously on a <i>dissertation proposal</i> which</p>

	elaborates a full research plan including research questions, literature review, theory, research design, data collection and analysis plan, and a timetable.
<b>Learning Outcomes</b>	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the key theoretical and conceptual issues in methodology in the social sciences;</li> <li>• Deploy the main qualitative and quantitative methodological techniques used in sociology;</li> <li>• Link methodological techniques to a research design;</li> <li>• Discuss and critically evaluate their own and other people's research projects;</li> <li>• Write a proposal for their own research projects.</li> </ul>
<b>Module Start Date</b>	Michaelmas Term and Hilary Term (full-year module)
<b>Module Length</b>	22 weeks
<b>Module Assessment</b>	<p>Michaelmas Term: Coursework (40%) Hilary Term: Dissertation proposal (60%)</p> <p>The coursework in MT 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 on Thursday 5<sup>th</sup> December 2024.</p> <p>The full dissertation proposal is due on Thursday 17<sup>th</sup> April 2025. The suggested length is 3,000 words.</p>
<b>Indicative Reading List</b>	<p>Becker, H.S. (2020) <i>Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article</i>. Chicago: University of Chicago Press (3rd edition).</p> <p>Booth, W.C., G.G. Colomb, J.M. Williams, J. Bizup, and W.T. Fitzgerald. (2016) <i>The Craft of Research</i>. Chicago: University of Chicago Press (4th edition).</p> <p>Bryman, A. (2016) <i>Social Research Methods</i>. Oxford: Oxford University Press (5th edition).</p> <p>Collier, D. and H.E. Brady (2010) <i>Rethinking Social Inquiry: Diverse Tools, Shared Standards</i>. University of California: eScholarship.</p> <p>Goertz, G. and J. Mahoney (2012) <i>A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences</i>. Princeton: University Press.</p>

	<p>Gunaratnam, Y. (2003) <i>Researching 'Race' and Ethnicity: Methods, Knowledge and Power</i>. London: Sage.</p> <p>Kumar, R. (2014) <i>Research Methodology. A step-by-step guide for beginners</i>. London: Sage.</p> <p>O'Leary, Z. (2004) <i>The essential guide to doing research</i>. London: Sage.</p> <p>Seale, C. (2012) <i>Researching Society and Culture</i>. London: Sage.</p> <p>Smith, L.T. (2012) <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. ZED Press (2nd edition).</p> <p>Yin, R.K. (2014) <i>Case Study Research: Design and Methods</i>. Thousand Oaks: Sage (5th edition).</p>
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<b>Elective Module</b>	<b>SOP77081/SOC40960: The Migration Challenge: Comparative Educational Perspectives</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Prof Daniel Faas Department of Sociology, Trinity
<b>Module Description</b>	This module focuses on the educational challenges arising from migration-related cultural and religious diversity. Following an introduction into transatlantic theoretical approaches to the study of migration, we adopt a case-study approach to compare and contrast similarities and differences between countries and education systems. Educational systems have a crucial role in balancing cultural diversity and social cohesion. Our emphasis is on assessing educational policies and practices in old migration host societies (including Germany, Denmark, the Netherlands, Britain, the United States, Canada, Australia, Brazil, Argentina) as well as new migration hosts (including Japan, Korea, Singapore, Greece, Poland, Ireland, Portugal). Our discussion situates the educational responses into broader governmental approaches to migration. Two sets of countries will be compared and contrasted per session, drawing on the input also from guest lecturers.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Critically discuss concepts such as citizenship, multiculturalism, interculturalism and integration;</li> <li>• Compare and contrast different educational policies and practices in old and new migration host societies;</li> <li>• Engage in current academic and educational policy debates;</li> <li>• Assess converging and diverging educational responses to migration in Europe and around the world;</li> <li>• Enhance their writing, debating, time management and PowerPoint presentation skills.</li> </ul>
<b>Module Start Date</b>	Michaelmas Term/Autumn Trimester
<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	2,500 word essay: 70% Group presentation: 20% End of term book review: 800 words (10%)

<p><b>Indicative Reading List</b></p>	<p><u>Theoretical texts:</u></p> <p>Alba, R. and Nee, V. (2003) <i>Remaking the American Mainstream: Assimilation and Contemporary Migration</i>, Cambridge: Harvard University Press.</p> <p>Gundara, J. (2000) <i>Interculturalism, Education and Inclusion</i>, London: Paul Chapman Educational Publishing.</p> <p>Kymlicka, W. (1995) <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i>, Oxford: Oxford University Press.</p> <p>Modood, T. (2007) <i>Multiculturalism: A Civic Idea</i>, Oxford: Polity Press.</p> <p><u>General migration and education texts:</u></p> <p>Castles, S. and de Haas, H. (2013) <i>The Age of Migration: International Population Movements in the Modern World</i> (fifth edition), Basingstoke: Palgrave Macmillan.</p> <p>Heckmann, F. (2008) <i>Education and Migration: Strategies for integrating migrant children in European schools and societies</i>, Brussels: European Commission.</p> <p>McLean, M. (1995) <i>Educational Traditions Compared: Content, Teaching and Learning in Industrialised Countries</i>, London: David Fulton.</p> <p>Triandafyllidou, A. and Gropas, R. (eds.) (2014) <i>European Immigration: A Sourcebook</i> (second edition), Farnham: Ashgate.</p> <p><u>Empirical case studies:</u></p> <p>Bloemraad, I. (2006) <i>Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada</i>, Berkeley: University of California Press.</p> <p>Faas, D. (2016) <i>Negotiating Political Identities: Multiethnic Schools and Youth in Europe</i>, London: Routledge.</p> <p>Koopmans, R., Statham, P., Giugni, M. &amp; Passy, F. (2005) <i>Contested Citizenship: Immigration and Cultural Diversity in Europe</i>, Minneapolis: University of Minnesota Press.</p>
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<b>Elective Module</b>	<b>SOC40620: Nationalism and Social Change</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Prof Siniša Malešević & Dr Iarfhlaith Watson School of Sociology, UCD
<b>Module Description</b>	This module aims to explore the key theoretical approaches in the study of nations and nationalism. The focus is on understanding the sociological foundations of the large-scale historical changes that have shaped the world over the last 250 years. The module provides a thematic survey of these long-term historical developments with a spotlight on the relationships between nations, nationalism, modernity and social change. More specifically the module addresses the cultural, political, economic, and social aspects of nation formation in Europe and other continents. The module aims to examine major research traditions in the study of nations and nationalism, and to relate these approaches to other key themes in sociology.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive understanding of the main sociological approaches in the study of nations and nationalism;</li> <li>• Evaluate the role modernity has played in the formation of nations and nationalisms;</li> <li>• Appraise the general relationships between nations, nationalism and social change in the broader historical and geographical contexts.</li> </ul>
<b>Module Start Date</b>	Hilary Term/Spring Trimester
<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	End of term essay: 3,000 words (70%) Weekly reading summaries and active participation (30%).
<b>Indicative Reading List</b>	Anderson, B. (1991) 'The Origins of National Consciousness' in his <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i> . London: Verso, pp. 37-46. Anderson, B. (1991) 'Memory and Forgetting' in his <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i> . London: Verso, pp. 187-206.

	<p>Gellner, E. (1983) 'The Transition to an Age of Nationalism' in his <i>Nations and Nationalism</i>. Oxford: Blackwell, pp. 39-52.</p> <p>Gellner, E. (1997) 'Do Nations have Navels?' in his <i>Nationalism</i>. London: Weidenfeld and Nicholson, pp. 90 –101.</p> <p>Malešević, S. (2013) Is Nationalism Intrinsically Violent? <i>Nationalism and Ethnic Politics</i> 19(1): 12-37.</p> <p>Mann, M. (2005) <i>The Dark Side of Democracy: Explaining Ethnic Cleansing</i>. Cambridge: Cambridge University Press. Ch. 1 The Argument, pp. 1-33.</p> <p>Smith, A. (2009). 'Basic Themes of Ethno-Symbolism' in his <i>Ethno-Symbolism and Nationalism: Cultural Approach</i>. London: Routledge.</p> <p>Smith, A. (1986) 'Foundations of Ethnic Community' in his <i>The Ethnic Origins of Nations</i>. Oxford: Blackwell.</p> <p>Yuval-Davis, N. (1996) Women and the Biological Reproduction of 'The Nation'. <i>Women's Studies International Forum</i>, 19(1): 17-24.</p>
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<b>Elective Module</b>	<b>SOC41060: Religion in Comparative Perspective</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Dr Sarah Carol School of Sociology, UCD
<b>Module Description</b>	This module starts out with classic readings in sociology of religion helping us to define religion. After having discussed some work from early Sociologists, we move to the more recent evolutionary perspective addressing the question of why religious communities are more effective in encouraging pro-social behaviour and survive compared to other organizations. We will discuss how religious communities evolve as organizations from cults to churches. Alternative belief systems, witchcraft and paganism will constitute another topic for discussion. In the next step, we will look at trends of secularization, religious polarization and potential challenges for nation states but also for interreligious relationships. Topics such as sexuality, morality, trust, cooperation and violence between different religious groups are addressed. Besides the discussion of these topics, the module includes a tour of a place of worship or museum. The module is comparative in terms of time, geography (North America, Europe, South Asia and the Middle East), and disciplines providing perspectives from Anthropology, Geography, History, Philosophy, Political Science, Economics and Psychology.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Compare and contrast contemporary and classic concepts in the field of sociology of religion;</li> <li>• Understand the empirical instruments in the field of sociology of religion;</li> <li>• Describe temporal and worldwide developments, deliver key explanations for changes and critically reflect on the implications of comparative research in the field of religion. Enhance writing and presentation skills, the ability to work in teams and developing research questions independently.</li> </ul>
<b>Module Start Date</b>	Hilary Term/Spring Trimester
<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	3,000 word essay: 80% Short presentation: 20%

<b>Indicative Reading List</b>	<p>Durkheim, E. (1915) 'The elementary forms of religious life', excerpts in James Farganis <i>Readings in Social Theory</i>, Boston: McGraw-Hill, pp. 73-81.</p> <p>Fox, J. (2006) 'World Separation of Religion and State Into the 21st Century', <i>Comparative Political Studies</i> 39(5): 537–569.</p> <p>Putnam, R.D. (2010) <i>American Grace: How Religion Divides and Unites Us</i>, New York: Simon &amp; Schuster.</p> <p>Röder, A. (2017) 'Old and new religious minorities: Examining the changing religious profile of the Republic of Ireland', <i>Irish Journal of Sociology</i> 25(3): 324-333.</p>
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<b>Elective Module</b>	<b>SOP77122 Sociological Thinking in the Digital Age</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Prof Taha Yasseri Department of Sociology, Trinity
<b>Module Description</b>	Most analytical sociological theories were introduced in the 1960s and 1970s, just before the advent of digital technologies like the Internet and web technologies. With the vast amount of digital data produced today, some authors speculate that there is little space for sociological theories in an era where machine learning, relying on large datasets, can predict human behavior. We disagree. In this module, we review the main sociological theories and bring them to today's life and societal challenges, discussing how they can help us understand societal changes in the digital age. We will examine how these theories remain relevant and can inform decisions from the individual level to policy-making. Through a review of key concepts and examples of both successful and unsuccessful research, we illustrate the ongoing importance of sociological theory in the modern, data-driven world.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Understand the main sociological theories developed over the past two centuries to explain social phenomena;</li> <li>• Define and recognise Big Data and their differences; with the data generated in more traditional approaches such as surveys and interviews;</li> <li>• Understand the relevance of social theory to data-driven research;</li> <li>• Discuss the affordances and challenges in relation to materialising concepts central to sociological theory in the framework of data-driven research;</li> <li>• Outline the main modifications needed for a new framework of sociological theory that responds to a more solution-oriented sociology.</li> </ul>
<b>Module Start Date</b>	Hilary Term/Spring Trimester
<b>Module Length</b>	12 weeks
<b>Module Assessment</b>	Coursework (in-class presentations 30%, in-class discussions 20%, and end-of-the-term essay 50%).

<p><b>Indicative Reading List</b></p>	<p>Barabási, A.L., &amp; Albert, R. (1999) Emergence of scaling in random networks. <i>science</i>, 286(5439): 509-512.</p> <p>Easley, D., &amp; Kleinberg, J. (2010) <i>Networks, crowds, and markets</i> (Vol. 8). Cambridge: Cambridge University Press. <b>Chapter 4, section 5 (pp. 107-116).</b></p> <p>González-Bailón, S., Borge-Holthoefer, J., Rivero, A., &amp; Moreno, Y. (2011) The dynamics of protest recruitment through an online network. <i>Scientific reports</i>, 1(1): 1-7.</p> <p>Granovetter, M. S. (1973) The strength of weak ties. <i>American journal of sociology</i>, 78(6), 1360-1380.</p> <p>Granovetter, M. (1978) Threshold models of collective behavior. <i>American journal of sociology</i>, 83(6): 1420-1443. <b>Read the first 8 pages only (pp. 1428).</b></p> <p>Manduca, R., &amp; Sampson, R. J. (2019) Punishing and toxic neighborhood environments independently predict the intergenerational social mobility of black and white children. <i>Proceedings of the national academy of sciences</i>, 116(16): 7772-7777.</p> <p>Merton, R.K. (1968) The Matthew effect in science: The reward and communication systems of science are considered. <i>Science</i>, 159(3810), 56-63.</p> <p>Prendergast, C. (2005) Social capital. In G. Ritzer (Ed.), <i>Encyclopedia of social theory</i> (Vol. 1, pp. 716-717). Sage.</p> <p>Rogers, E. M. (2010) <i>Diffusion of innovations</i>. Simon and Schuster.</p> <p>Schelling, T.C. (1971) Dynamic models of segregation, <i>Journal of Mathematical Sociology</i>, 1(2): 143-186.</p> <p>Tong, R. (2001) Feminist Theory. In Smelser, N.J. &amp; Baltes, P.B. (Eds.) <i>International encyclopedia of the social &amp; behavioral science</i> (Vol. 11). Amsterdam: Elsevier.</p> <p>Wachs, J., Yasseri, T., Lengyel, B. &amp; Kertész, J. (2019) Social capital predicts corruption risk in towns. <i>Royal Society Open Science</i>: <a href="https://doi.org/10.1098/rsos.182103">https://doi.org/10.1098/rsos.182103</a></p> <p>Wagner, C., Garcia, D., Jadidi, M. &amp; Strohmaier, M. (2015) It's a man's Wikipedia? Assessing gender inequality in an online encyclopedia. In <i>Proceedings of the International AAAI Conference on Web and Social Media</i> (Vol. 9, No. 1).</p> <p>Watts, D. J. (2017) Should social science be more solution-oriented?. <i>Nature Human Behaviour</i>, 1(1): 1-5.</p>
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<b>Elective Module</b>	<b>SOP77052/SOC40980: Labour, Migration, Conflict</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Dr Camilla Devitt Department of Sociology, Trinity
<b>Module Description</b>	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.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to critically discuss: <ul style="list-style-type: none"> <li>• the main theories of international labour migration;</li> <li>• the evolving role of the state in governing labour immigration;</li> <li>• conflict regarding labour immigration policies in Western Europe;</li> <li>• the growth of extreme right political parties in Europe;</li> <li>• work-related discrimination and conflict involving migrant workers;</li> <li>• conflicts concerning Muslim practices in Europe;</li> <li>• violent conflict involving ethnic minorities and immigrants.</li> </ul>
<b>Module Start Date</b>	Hilary Term/Spring Trimester
<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	3,000 word essay: 80% Presentation and discussion: 20%
<b>Indicative Reading List</b>	Afonso, A. and Devitt, C. (2016) Comparative Political Economy and International Migration, <i>Socio-Economic Review</i> 14(3): 395 – 417. Massey, D. et al. (1993). "Theories of International Migration: A Review and Appraisal", <i>Population and Development Review</i> 19(3): 431-466.

	<p>Messina, Anthony M. (2007). <i>The Logic and Politics of Post-WWII Migration to Western Europe</i>. Cambridge: Cambridge University Press.</p> <p>Torpey, J. (2000) <i>The Invention of the Passport</i>. Cambridge: Cambridge University Press.</p>
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<b>Core Module</b>	<b>SOP77112/SOC40850: Globalisation and Social Change: India, China and Brazil</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Dr Roderick Condon Department of Sociology, Trinity
<b>Module Description</b>	Phenomena that drive contemporary social change include ideologies, technologies, economic systems, political systems, and social movements. There are severe challenges related to all these phenomena today – but our capacity- including institutions – to deal with them are limited by a narrow epistemological approach. This module explores institutional diversity conceptually, and then empirically through exploring how countries take diverse paths, even with the same set of tools at their disposal. As we can see with the climate crisis, our overall fate is inextricably connected. This course looks at the tools, the diverse paths, and global intersections that determine our fates. We focus comparatively on India, China, Brazil, the US, and Finland.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Critically discuss concepts like globalisation, development, neo-liberalism, institutionalism;</li> <li>• Explain the role, both historical and contemporary, of the various actors in globalisation;</li> <li>• Compare and contrast different development strategies and practices in India, China and Brazil;</li> <li>• Engage in current policy debates around globalisation and development;</li> <li>• Improve their writing, problem-solving, debating and policy assessment skills.</li> </ul>
<b>Module Start Date</b>	Hilary Term/Spring Trimester
<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	3,000 word essay: 80% Presentation: 20%
<b>Indicative Reading List</b>	Dreze, J. and Amartya S. (2014) <i>An Uncertain Glory: India and its Contradictions</i> . Penguin: London.

	<p>Dunbar-Ortiz, R. (2014) <i>An indigenous peoples' history of the United States</i> (Vol. 3). Beacon Press.</p> <p>Evans, P. (1995) <i>Embedded Autonomy: States and Industrial Transformation</i>. Princeton: Princeton University Press.</p> <p>Graeber, D., &amp; Wengrow, D. (2021). <i>The dawn of everything: A new history of humanity</i>. Penguin.</p> <p>Guthrie, D. (2012) <i>China and Globalization. The Social, Economic and Political Transformation of Chinese Society</i>. New York: Routledge.</p> <p>Kimmerer, R. (2013) <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed editions.</p> <p>Mazzacuto, Marianna (2018) <i>The Value of Everything: Making and Taking in the Global Economy</i>. Allen Lane.</p> <p>Montero, A. (2014) <i>Brazil: Reversal of Fortune</i>. Polity Press.</p> <p>Ostrom, E. (2009) <i>Understanding institutional diversity</i>. Princeton university press.</p> <p>Partanen, A. (2016) <i>The Nordic Theory of Everything: In Search of a Better Life</i>. Harper.</p> <p>Reid, M. (2014) <i>Brazil: The Troubled Rise of a Global Power</i>. Yale University Press.</p> <p>Sen, A. (2001) <i>Development as Freedom</i>. Oxford: Oxford University Press.</p> <p>Waring, M., &amp; Steinem, G. (1988) <i>If women counted: A new feminist economics</i>. San Francisco: Harper &amp; Row.</p> <p>Weber, I. M. (2021) <i>How China escaped shock therapy: The market reform debate</i>. Routledge.</p> <p>Wall, D. (2017) <i>Elinor Rostro's Rules for Radicals</i>. Pluto Press.</p> <p>Zuboff, S. (2019) <i>The Age of Surveillance Capitalism</i>. Profile Dreze, J. and Amartya S. (2014) <i>An Uncertain Glory: India and its Contradictions</i>. Penguin: London.</p>
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<b>Elective Module</b>	<b>SOP77092/SOC40910: Gender and Social Change in a Comparative Context</b>
<b>Module Credit Volume</b>	10 ECTS
<b>Module Coordinator</b>	Dr David Ralph Department of Sociology, Trinity
<b>Module Description</b>	<p>Over the last century or so, Western advanced societies have been undergoing a 'gender revolution' which is pushing social change in the direction of more egalitarian gender relations. This aspect of social transformation penetrates previously entrenched social relations to their core, bringing with it the potential for much wider and deeper societal transformation. In recent years, the transformation of gendered relations has also been accompanied with a transformation of the category of gender itself, the latter of which has given rise to an especially explosive politicized dynamic. This raises deeper questions, which deserve serious consideration today; principally: what are the extents of, and limits and blockages to, the gender revolution?</p> <p>This module explores the question of gender and social change from the perspective of empirical sociology and normative social theory. The former provides a basis to consider the nature/culture dynamic of sex/gender and explore the questions of gender roles and gender difference. It also considers the gendered division of labour across cultures and how transformations of gender relations are connected with ecological and technological aspects of society more generally. The latter explores the content of feminist theory and women's history, as well as connecting this with the women's movement more generally as itself a force of social change. It considers the theory of patriarchy, the diversity of feminisms, more recent theories of gender, gender movements, and contemporary masculinities.</p>
<b>Learning Outcomes</b>	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe variations of gender relations over time and across cultures and analyse their potential causes;</li> <li>• Assess empirical research on gender differences and dynamics and patterns of gender relations;</li> <li>• Evaluate normative theories of gender relations and consider their societal implications;</li> <li>• Critically consider the question of gender and social change.</li> </ul>

<b>Module Start Date</b>	Hilary Term/Spring Trimester
<b>Module Length</b>	11 weeks
<b>Module Assessment</b>	3,000 word essay: 70% Group presentation: 30%
<b>Indicative Reading List</b>	<p><u>General texts</u></p> <p>Disch, L. and Hawkesworth, M. (eds) (2016) <i>The Oxford Handbook of Feminist Theory</i>. New York: Oxford University Press.</p> <p>Ember, C. R. and Ember, M. (eds) (2003) <i>Encyclopaedia of Sex and Gender: Men and Women in the World's Cultures</i>. New York: Kluwer Academic/Plenum Publishers.</p> <p>Gamble, S. (ed) (2006) <i>The Routledge Companion to Feminism and Postfeminism</i>. London: Routledge.</p> <p><u>Empirical materials</u></p> <p>Alesina, A., Giuliano, P. and Nunn, N. (2013) On the origins of gender roles: Women and the plough. <i>The Quarterly Journal of Economics</i>, 128(2): 469-530.</p> <p>England, P. (2010) The gender revolution: Uneven and stalled. <i>Gender &amp; Society</i>, 24(2): 149-166.</p> <p>Wood, W. and Eagly, A. H. (2012) Biosocial Construction of Sex Differences and Similarities in Behavior. <i>Advances in Experimental Social Psychology</i>, 46(1): 55-123.</p> <p><u>Feminist theory</u></p> <p>Collins, P. H. (2015) Intersectionality's Definitional Dilemmas. <i>The Annual Review of Sociology</i>, 41: 1-20.</p> <p>Firestone, S. (1970) <i>The Dialectic of Sex</i>. New York: William Morrow and Company Ltd.</p> <p>Fraser, N. (2020) <i>Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis</i>. London: Verso.</p> <p>hooks, b. (2015) <i>Feminism is for Everybody: Passionate Politics</i>. London: Routledge.</p> <p>Walby, S. (1990) <i>Theorizing Patriarchy</i>. Oxford: Basil Blackwell.</p>

<b>Core Module</b>	<b>SOP77300/SOC40920: Dissertation</b>
<b>Module Credit Volume</b>	30 ECTS
<b>Module Coordinator</b>	Prof Daniel Faas, Department of Sociology, Trinity Dr Gerard Boucher, School of Sociology, UCD
<b>Other Teaching Staff</b>	All full-time staff at Trinity and UCD Sociology
<b>Module Description</b>	The aim of this module is to complete a research project and present the outcomes in the form of a research dissertation. In conjunction with the research supervisors, students will complete a substantial body of research and present their findings in the form of a dissertation. The research skills demonstrated by the student will be considered in relation to the formulation, logic and coherence of the research question, appropriateness of the research methodology selected, theoretical understanding of the research area. As part of the Research Methods module, students will have completed a detailed research proposal. Through this proposal students will have formulated an appropriate and feasible research question with the support of their supervisor. Execution of the research activity will be conducted by students in association with their supervisors, who will be staff members of both universities.
<b>Learning Outcomes</b>	Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Devise, develop and complete a substantial, intellectually challenging research project related to their field of study;</li> <li>• Selectively apply concepts, theories, methods and subject-specific terminology used in the field of study with rigour and discrimination;</li> <li>• Relate the specific research topic appropriately to wider social change issues, debates or concerns;</li> <li>• Present a coherent argument that draws on an engagement with and critical appraisal of existing knowledge relevant to the research project.</li> </ul>
<b>Module Start Date</b>	Michaelmas Term
<b>Module Length</b>	Full year
<b>Module Assessment</b>	Dissertation: 20,000 words max. Deadline: 31 August 2025.
<b>Indicative Reading List</b>	Best, S. (2012) <i>Understanding and Doing Successful Research: data collection and analysis for the social sciences</i> , Pearson.

## DISSERTATION GUIDELINES

### ***1. Topic, research methods and coverage***

The dissertation must consist of an independent original piece of research and can be on any topic in relation to comparative social change. You will begin preparation for your dissertation by writing a dissertation proposal in the Research Methods module (SOP77101/SOC40840) which will be assessed. A pass mark (minimum 40%) is needed to proceed to write a dissertation between April and August, subject to having passed all required taught module assessments including resubmissions.

Following discussion with the institutional module coordinator, course director and course lecturing team each student will be assigned an appropriate supervisor linked either to Trinity or UCD. Students will be governed by the dissertation guidelines of the institutions to which their supervisors are attached. The pool of supervisors is all full-time staff in both institutions. Students will be allocated evenly between both institutions, bearing in mind the dissertation topic and staff expertise. The supervision in this module will be on a regular and ongoing basis (6-7 meetings in total). There will normally be one supervisor per student except where specific expertise of a co-supervisor is required to assist the student to complete the dissertation.

### ***2. Submission dates and marking process***

The dissertation should be submitted as a PDF in UCD Brightspace no later than **31 August 2025**. The dissertation will be assessed by two independent markers during the month of September. The External Examiner, [Prof Neil McLaughlin](#) from McMaster University in Canada, will read a selection of the dissertations, including borderline cases, distinctions and disputed cases.

The MSc research dissertation will be marked under the following headings:

- Background (Title, abstract, introduction, aims and objectives)
- Literature review and theoretical framework
- Methodology
- Analysis and discussion
- Style and presentation

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. Like supervision, marking is shared between Trinity and UCD and should be equal in total.

### ***3. 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 Web of Knowledge, the Social Sciences Citation Index, JSTOR and other databases in the UCD and TCD library websites;

#### **4. Dissertation Proposals**

- Your dissertation proposal, submitted as part of the SOP77101/SOC40840 Research Methods module, 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):
- Introduction, conceptualising a problem area and showing how it relates to previous debates in the relevant literature;
- A section where you spell out in more detail your own hypothesis, or the questions you intend to answer with your work;
- A methodology section, where you specify what methods you are going to use to get data, and why they are appropriate to the particular hypothesis or questions you have set yourself; this should include an indication, where appropriate, of how you are going to negotiate access to data sources;
- A bibliography of works consulted and other relevant material to be sought.

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.

#### **5. Ethical guidelines**

Issues of informed consent, privacy and voluntary participation form part of every research project. Students whose dissertation supervisor is based at Trinity and who undertake empirical research must follow the guidelines of the Research Ethics Committee of the School of Social Sciences and Philosophy at Trinity. Students are responsible for obtaining ethics approval prior to any fieldwork. (If your supervisor is at Trinity please use this form <https://www.tcd.ie/ssp/research/ethics/> which has to be signed off by the Department ethics officer to assess the need for a certificate of ethical approval by the School of Social Sciences and Philosophy). Students whose dissertation supervisor is based at UCD and who undertake empirical research must follow the guidelines of the UCD Research Ethic Committee and obtain ethics approval from the Human Research subcommittee prior to any fieldwork, if the research is not exempt from approval. Students will be given clear guidelines with regard to research ethics by the module coordinator and dissertation supervisor (in UCD you apply for ethical approval or exemption through your supervisor: <http://www.ucd.ie/researchethics/ethics/>).

## **6. The Dissertation: Format**

A dissertation should normally be divided into the following sections:

1. Title Page: 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. Declaration (please see text below): The Declaration should only be signed when submitting the final hard-bound copies after the examination process. There is no need for signing the Declaration when submitting the PDF file.
3. Acknowledgements
4. Abstract: This 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.
5. Table of Contents page
6. Introduction: briefly outline the research focus/aims, thematically review the literature used, and clearly state the research questions (suggested length: 2,000-3,000 words)
7. Theoretical and conceptual framework: here you can define key concepts and/or introduce relevant theoretical angles (suggested length: 3,000 words)
8. Research methodology: outline and discuss your research design, access and sampling techniques, data collection tools (e.g. interviews, questionnaires, observations), data analysis (e.g. thematic analysis), and any relevant ethical issues (suggested length 3,000 words)
9. Findings chapter(s): This part should include a detailed discussion of your findings and how they confirmed or modified your own initial arguments (suggested length: 4,000-5,000 words)
10. Conclusion: In this chapter you report your main conclusions and contextualise them in the general implications and relevance to the wider literature (suggested length: 2,000-3,000 words).
11. Footnotes: You do not need footnotes to indicate your references since you will use the 'author-date' method as described in the essay guidelines section of the Handbook. If you use footnotes at all, they will be to make minor points of clarification.
12. Tables and/or Maps (unless these are included in the text)
13. Appendices: e.g., questionnaires, topic list for semi-structured interviews (if used), etc.
14. References/Bibliography: 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). References are **not** part of the word count.

Please discuss the final format and deviations from the above with your supervisor.

## **7. The Dissertation: Presentation and submission**

Dissertations must be word-processed. 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.

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

A **Declaration** must be inserted into the dissertation as follows:

*I hereby declare that this dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration with others, except where specifically indicated in the text. This dissertation does not exceed the word limit set by the Degree Committee. I agree that the library may lend or copy this dissertation upon request.*

**One PDF file of the dissertation must be submitted on UCD Brightspace (Dissertation folder) by 31 August 2025.** Please include your name when naming the PDF document file. There is no need for any softbound copies. There is no need to state the word length.

### **8. The Dissertation: Length**

The expected length is 15,000-20,000 words with 20,000 words being the absolute maximum for the main text of the dissertation (i.e. excluding bibliography, footnotes and appendices).

### **9. Some Useful Reading**

O'Leary, Zina. 2010. *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>

## ESSAY GUIDELINES

The following guidelines should be considered when writing an assignment for the MSc programme. A sociology essay is based on research and is a scientific piece of work. All books and articles read and used by you in writing your essay must be cited *both* in the essay itself and in an alphabetical bibliography. The standardised procedures for doing this are as follows:

### Ten useful tips for writing essays:

1. Keep your points relevant
2. Understand the question
3. Always write a plan to organise your ideas
4. Do not just state, argue
5. Write in paragraphs using topic sentences
6. Write a short introduction
7. Write a short conclusion
8. Write clear and concise English
9. Always proof-read your work (e.g. typos)
10. Learn from essay feedback provided by your lecturer

The following booklet is highly recommended for essay writing training purposes and it contains examples of 'good' (first-class) and 'bad' (fail grade) essays:

Redman, P. (2006) *Good Essay Writing: a social sciences guide*, London: Sage.

### Citations in an essay

#### (a) One author, one publication

The surname of the author, a comma, and the year of publication, all enclosed in brackets.

For example: Denmark has shown that Danish women can show equal labour force participation, given state supported care (Moss, 1988).

#### (b) One author, more than one publication

The surname of the author, a comma, the year of the first publication, a comma, and the year of the second publication, all enclosed in brackets.

For example: ...now women's domesticity is often seen as a result of gender segregation in waged work (Walby, 1986, 1990).

#### (c) More than one author, one publication to each

The surname of the first author, a comma, the year of the first author's publication, a semi-colon, the surname of the second author, a comma, and the year of the second author's publication, all enclosed in brackets.

For example: In most non-industrial societies, however, women make a substantial contribution to subsistence, and in many they are the main food providers (Rogers, 1980; Moore, 1988).



(d) More than one author, more than one publication to each

The procedures of (b) and (c) are joined.

*For example:* It can also be seen to be about men as a class taking control of women's reproductive activities as husbands/male partners/fathers; scientists/medical practitioners; businessmen; and governmental leaders (Hamner, 1981, 1983; Allen, 1986, 1988).

(e) Co-authorship

In sociology it often happens that publications are co-authored. In this case, the two surnames of the authors are joined by an 'and'.

For example: More women are staying single and more are living with men without formalising their relationship in marriage (Kiernan and Wicks, 1990).

(f) Prolific authors

Some authors are prolific and may write several books or articles in the same year. If you are dealing with such an author, then add an 'a', 'b', 'c', etc., as required, to the year of publication. You must specify in your bibliography which letter corresponds to which publication of that year.

For example: Others claim that the evidence for this is unclear and unconvincing (Segal, 1991b).

## **Quotations in an essay**

(a) Non-indented quotations

The quotation is placed in single inverted commas, followed by the surname of the author, a comma, the year of publication, a colon, and the page number, all enclosed in brackets.

For example: Such charges, however, should not be understood as a result of capitalism alone, or simply as social structures responding to the 'needs' of capital. 'These processes of transformation have been equally determined... by the existing forms of kinship and gender relations' (Moore, 1988: 116).

(b) Indented quotations

The quotation is indented (i.e. set apart from your essay, which should end on a colon, by a line, and brought in by about 1cm on both sides). Note: all quotations **exceeding 40 words** in your essay must be indented. Do not use quotation marks for indented texts.

For example:

Here racism and sexism converge in particularly damaging definitions of black womanhood: Afro-Caribbean women are stereotyped matriarchs, or seen as single mothers who expose their children to a stream of different men while Asian women are construed as passive victims... identified as failures because of their lack of English and refusal to integrate (Parmar, 1988: 199).

## Preparing a bibliography

### (a) Authored books

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the book italicised, a full stop, the place of publication, a colon, and the name of the publisher.

For example: Habermas, J. 1971. *Towards a Rational Society*. London: Heinemann.

### (b) Co-authored books

The authors' names are joined with an 'and'.

For example:

Morely, A. and Stanely, L. 1988. *The Life and Death of Emily Wilding Davison*. London: The Women's Press.

### (c) Edited books

Between the initial of the author's first name and the year of publication, insert '(ed.)'.

For example:

Moi, T. (ed.) 1987. *French Feminist Thought: A Reader*. Oxford: Blackwell.

### (d) Co-edited books

The authors' names are joined by an 'and', and '(eds)' is inserted.

For example:

Snitow, A. and Stansell, C. (eds) 1984. *Desire: The Politics of Sexuality*. London: Virago.

### (e) Prolific authors

Add an 'a', 'b', 'c', etc., as required, to the year of publication.

For example:

Phillips, A. 1987a. *Divided Loyalties: Dilemmas of Sex and Class*. London: Virago.

Phillips, A. 1987b. *Feminism and Equality*. Oxford: Blackwell.

### (f) Articles in journals

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the article in single inverted commas, a full stop, the title of the journal italicised, the volume of the journal, the number of the journal in brackets, a colon, and the page numbers of the article.

For example:

Hull, F. 1982. 'Organising for Innovation: beyond Burns and Stalker's organic type'. *Sociology* 16(4): 564-77

(g) Articles in edited books

The surname of the author, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the article in single inverted commas, a full stop, the word 'in', the name of the author of the book with first initial followed by surname, and then as in (c) above.

For example:

Rendal, M. 1985. 'The Winning of the Sex Discrimination Act' in M. Arnot (ed.) *Race and Gender*. Oxford: Pergamon.

(h) Online resources and documents

Internet resources or newspaper articles usually also have an author. Put the surname of the author or government department, a comma, the initial of the author's first name, the year of publication, a full stop, the title of the resource/article/document in single inverted commas, a full stop and proceed as shown in the examples. The most important point about referencing is that you are consistent throughout and choose one example and follow it strictly.

For example:

Townsend, M. 2003. 'Languages to bear brunt of school crisis'. Available online at: <http://education.guardian.co.uk/schools/story/0,5500,1032774,00.html> (accessed 1 May 2009).

**Low marks in essays are usually due to one or more of the following:**

1. Failure to answer the question, introduction of information or arguments irrelevant to the questions raised by the title of the essay;
2. Lack of understanding of the subject and concepts under discussion; confused arguments;
3. Failure to plan, jumping from point to point and back again, repetition, 'telling the story' in simple descriptive style instead of picking out and analysing the key issues
4. Insufficient factual information, vagueness, or generalisations unsupported by evidence;
5. Plagiarism, i.e. copying from elsewhere (a book, article, the internet etc) without acknowledgement or copying from another student. Trinity College takes plagiarism very seriously and plagiarism incurs serious penalties as outlined below;
6. Too great a reliance on a single source, resulting in a narrowness of analysis or interpretation; uncritical or passive regurgitation of material gleaned from sources;
7. In general it is wise not to rely on internet sources (e.g. Wikipedia) as your main sources.
8. Poor communication. It is your job to communicate clearly to the reader what you want to say. If you leave the reader in doubt as to your meaning because of misuse of words, bad grammar, bad spelling or punctuation etc., then you have failed to communicate adequately.

You need to be able to address and answer the issues raised by the title or question of the essay. You also need to show evidence of wide and appropriate reading, the ability to assess and to critically evaluate the material encountered in the sources consulted. First-class work, as mentioned in the marking scheme, shows high originality not a mere synthesis of existing material or rehearsal of lecture notes. You need to be able to provide your own fresh perspective on a question, so please make full use of the library to locate material.

## UCD Marking scale

Grade descriptors act as guidelines for students and academic staff. The grade descriptors below have been approved by the university (UCD) to provide general guidance and should be adapted to the particular needs of the examiners and the relevant module assessment.

Grade	Criteria more relevant to module levels 0, 1 and 2 in the categories of knowledge, understanding and application	Additional criteria more relevant to module levels 3 and 4 in the categories of analysis, synthesis and evaluation
<b>A+</b>	<p><b>Outstanding</b> A comprehensive, very well-structured, highly focused and concise response to the assessment task, consistently demonstrating:</p> <ul style="list-style-type: none"> <li>• an exceptionally extensive and detailed knowledge of the subject matter</li> <li>• a highly-developed ability to apply this knowledge to the task set</li> <li>• evidence of extensive background reading and demonstration of synthesis of this material</li> <li>• clear, fluent, stimulating and original expression</li> <li>• excellent presentation (spelling, grammar, graphical) with essentially no presentation errors</li> </ul>	<p>An exceptionally deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter and discerning judgement, reflecting:</p> <ul style="list-style-type: none"> <li>• a deep and broad knowledge and highly-developed critical insight, as well as effective synthesis of extensive reading;</li> <li>• a critical comprehensive and perceptive appreciation of the relevant literature or theoretical, technical or professional framework</li> <li>• an exceptional ability to organise, analyse and succinctly present arguments fluently and lucidly with a high level of critical analysis, supported by very convincingly deployed evidence, citation or quotation;</li> <li>• a highly-developed capacity for original, creative and logical thinking</li> </ul>
<b>A</b>	<p><b>Excellent</b> A comprehensive, highly-structured, focused and concise response to the assessment task, consistently demonstrating:</p> <ul style="list-style-type: none"> <li>• an extensive and detailed knowledge of the subject matter</li> <li>• a highly-developed ability to apply this knowledge to the task set</li> <li>• evidence of extensive background reading</li> <li>• clear, fluent, stimulating and original expression</li> <li>• excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors</li> </ul>	<p>A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting:</p> <ul style="list-style-type: none"> <li>• a deep and broad knowledge and critical insight as well as extensive reading;</li> <li>• a critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework</li> <li>• an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation;</li> <li>• a substantial capacity for original, creative and logical thinking</li> </ul>

<p><b>B</b></p>	<p><b>Very Good</b> A thorough and well-organised response to the assessment task, demonstrating:</p> <ul style="list-style-type: none"> <li>• a broad knowledge of the subject matter</li> <li>• considerable strength in applying that knowledge to the task set</li> <li>• evidence of substantial background reading</li> <li>• clear and fluent expression</li> <li>• quality presentation with few presentation errors</li> </ul>	<p>A substantial engagement with the assessment task, demonstrating:</p> <ul style="list-style-type: none"> <li>• a thorough familiarity with the relevant literature or theoretical, technical or professional framework</li> <li>• well-developed capacity to analyse issues, organize material, present arguments clearly and cogently well-supported by evidence, citation or quotation</li> <li>• some original insights and capacity for creative and logical thinking.</li> </ul>
<p><b>C</b></p>	<p><b>Good</b> An adequate and competent response to the assessment task, demonstrating:</p> <ul style="list-style-type: none"> <li>• adequate but not complete knowledge of the subject matter</li> <li>• omission of some important subject matter or the appearance of several minor errors</li> <li>• capacity to apply knowledge appropriately to the task albeit with some errors</li> <li>• evidence of some background reading</li> <li>• clear expression with few areas of confusion</li> <li>• writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary</li> <li>• good presentation with some presentation errors</li> </ul>	<p>An intellectually competent and factually sound answer with, marked by:</p> <ul style="list-style-type: none"> <li>• evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework</li> <li>• good developed arguments, but more statements of ideas</li> <li>• arguments or statements adequately but not well supported by evidence, citation or quotation</li> <li>• some critical awareness and analytical qualities</li> <li>• some evidence of capacity for original and logical thinking.</li> </ul>
<p><b>D</b></p>	<p><b>Satisfactory</b> An acceptable response to the assess with:</p> <ul style="list-style-type: none"> <li>• basic grasp of subject matter, but somewhat lacking in focus and structure</li> <li>• main points covered but insufficient detail</li> <li>• some effort to apply knowledge to the task but only a basic understanding displayed</li> <li>• little or no evidence of background reading</li> <li>• several minor errors or one major error</li> <li>• satisfactory presentation with an acceptable level of presentation errors</li> </ul>	<p>An acceptable level of intellectual engagement with the as task showing:</p> <ul style="list-style-type: none"> <li>• some familiarity with the relevant literature or theoretical, technical or professional framework</li> <li>• mostly statements of ideas, with limited development of argument</li> <li>• limited use of evidence, citation or quotation</li> <li>• limited critical awareness displayed</li> <li>• limited evidence of capacity for original and logical thinking</li> </ul>

<p><b>D-</b></p>	<p><b>Acceptable</b> The minimum acceptable standard of response to the assessment task which:</p> <ul style="list-style-type: none"> <li>• shows a basic grasp of subject matter but may be poorly focused or badly structured or contain irrelevant material</li> <li>• has one major error and some minor errors</li> <li>• demonstrates the capacity to complete only moderately difficult tasks related to the subject material</li> <li>• no evidence of background reading</li> <li>• displays the minimum acceptable standard of presentation (spelling, grammar, graphical).</li> </ul>	<p>The minimum acceptable level of intellectual engagement the assessment task with:</p> <ul style="list-style-type: none"> <li>• the minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework</li> <li>• ideas largely expressed as statements, with little or no developed or structured argument</li> <li>• minimum acceptable use of evidence, citation or quotation</li> <li>• little or no analysis or critical awareness displayed or is only partially successful</li> <li>• little or no demonstrated capacity for original and logical thinking.</li> </ul>
<p><b>FM</b></p>	<p><b>Unacceptable</b> A response to the assessment task which is unacceptable, with:</p> <ul style="list-style-type: none"> <li>• a failure to address the question resulting in a largely irrelevant answer or material of marginal relevance predominating</li> <li>• a display of some knowledge of material relative to the question posed, but with very serious omissions / errors and/or major inaccuracies included in answer</li> <li>• solutions offered to a very limited portion of the problem set</li> <li>• an answer unacceptably incomplete (e.g. for lack of time)</li> <li>• a random and undisciplined development, layout or presentation</li> <li>• unacceptable standards of presentation, such as grammar, spelling or graphical presentation</li> <li>• evidence of substantial plagiarism</li> </ul>	<p>An unacceptable level of intellectual engagement with the assessment task, with:</p> <ul style="list-style-type: none"> <li>• no appreciation of the relevant literature or theoretical, technical or professional framework</li> <li>• no developed or structured argument</li> <li>• no use of evidence, citation or quotation</li> <li>• no analysis or critical awareness displayed or is only partially successful</li> <li>• no demonstrated capacity for original or logical thinking</li> </ul>

## **Trinity Marking Scale**

### **First class honors I 70-100**

First class honors 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.

----- O -----

**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 it must have completely dealt with the question asked by the examiner. In questions:

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

----- O -----

**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 -----

### Resubmission of failed coursework

Students must resubmit failed coursework 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%)

## Plagiarism

Plagiarism is interpreted by Trinity College Dublin as the act of presenting the work of others as one's own work without acknowledgement, and as such, is considered to be academically fraudulent. The University considers plagiarism to be a major offence and it is subject to the disciplinary procedures of the University. The University's full statement is set out in the University Calendar, PG Calendar Part III, General Regulations, Paragraphs 1.32 and following.

In order to support students in understanding what plagiarism is and how they can avoid it, Trinity College Dublin has created an **online central repository** to consolidate all information and resources on plagiarism. The central repository is being hosted by the Library and is located at <http://tcd-ie.libguides.com/plagiarism> . It includes the following:

- (i) The 2019-20 Calendar entry on plagiarism for undergraduate and postgraduate students;
- (ii) The matrix explaining the different levels of plagiarism outlined in the Calendar entry and the sanctions applied;
- (iii) Information on what plagiarism is and how to avoid it;
- (iv) **'Ready, Steady, Write', an online tutorial on plagiarism which must be completed by all students;**
- (v) The text of a declaration which must be inserted into all cover sheets accompanying all assessed course work;
- (vi) Details of software packages that can detect plagiarism, e.g. Turnitin.

It is important to emphasise that all students, i.e., undergraduate and postgraduate new entrants and existing students, will be required to complete the online tutorial 'Ready, Steady, Write'. Students must complete and attach to work submitted in hard or soft copy or via Blackboard a coversheet containing the following declaration:

**I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: <http://www.tcd.ie/calendar>**

Aligned with **Trinity College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024)**, the use of 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 appropriately 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.

**I have also completed the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at <http://www.tcd.ie/CAPSL/readysteadywrite/>**

You can also find similar plagiarism information in UCD:

UCD Plagiarism Policy: <http://www.ucd.ie/registry/academicsecretariat/plagiarism.htm>

UCD Plagiarism Online Tutorial: <http://libguides.ucd.ie/academicintegrity/plagiarismandwriting>

The Harvard Style for citing and referencing: <http://libguides.ucd.ie/academicintegrity/harvardstyle>