

**University College Dublin**  
**An Coláiste Ollscoile Baile Átha Cliath**

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**National University of Ireland, Dublin**  
**Ollscoil na hÉireann, Baile Átha Cliath**



**Social Science**

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**Session 2004/05**

## Degrees and Diplomas in Social Science

### **Extract from Statute of the University**

The University may grant the following Degrees and Diplomas to students who, under conditions laid down in the statutes and regulations, have completed approved courses of study and have passed the prescribed examinations of the University and fulfilled all other prescribed conditions:

Bachelor of Social Science (Honours)

Bachelor of Social Science (International) (Honours)

Bachelor of Social Studies (Housing and Community Studies)

Master of Social Science (Sociology) (by examination)

Master of Social Science (Social Policy)

Master of Social Science (Social Policy) (International)

Master of Social Science (Social Work)

Master of Literature (Sociology)

MA in Mediation and Conflict Resolution

Doctor of Philosophy (which may be awarded for work in Sociology, Social Policy or Social Work)

Higher Diploma in Applied Social Studies

Higher Diploma in Social Policy

Higher Diploma in Sociology and Social Research

**Note:** The provision of a course in any particular year is subject to the availability of staff and its selection by a sufficient number of students.

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## **Degree of Bachelor of Social Science (Honours) (BSocSc)**

**HSBDF0001**

The Faculty of Human Sciences offers day courses, normally of three years' duration, leading to the Degree of Bachelor of Social Science (Honours) of the National University of Ireland.

In session 2004-2005, not more than 145 places will be available in the First Year Social Science course. The Bachelor of Social Science is a joint Honours Degree in two subjects.

Courses and programmes for the Degree of Bachelor of Social Science (Honours) are set out on the following pages.

### **Examinations**

Students proceeding to the Degree of Bachelor of Social Science (Honours) must attend courses and fulfil course requirements for three years and pass the following examinations:

- (a) The *First University Examination in Social Science* (taken at the end of the First Year) which must be passed in three subjects before a student may proceed to Second Year.

The examination is held in the Summer of each year; a repeat examination in individual subjects is held in the Autumn. The examination must be passed within two years of entering the course.

- (b) The *Second University Examination in Social Science (Honours)*† (taken at the end of the Second Year) in two subjects of the programme which must be passed in its entirety before a student may proceed to the Final Year.

The examination must be passed within two years from the date of entering the Second Year course.

- (c) The *Final University Examination for the Degree of Bachelor of Social Science (Honours)*† in two subjects of the programme is held in the Summer.

### **Awards in Second Social Science (Honours) and BSocSc Degree (Honours) Examinations**

The awards at the Second and Final University Examinations for the Degree of Bachelor of Social Science are: First Class Honours; Second Class Honours, Grade I; Second Class Honours, Grade II; Third Class Honours; Pass.

Honours will be awarded separately in each subject. Honours may only be awarded if both subjects are passed at one sitting in the Summer Examination.

† **Beneficial Aggregation (i.e. where aggregation operates to the benefit of the student):**

***Not to apply to the BSocSc (International) Degree***

The grade of Degree in a subject (when both subjects are passed at one sitting, in the Summer Examinations of Second and Final Year) will be determined by:

either aggregation of 30% of the Second Social Science Summer Examination results with 70% of the Final Year Summer Examination results within each subject;

or 100% of the Final Year Summer Examination results, whichever is to the benefit of the student.

## **Degree of Bachelor of Social Science (Honours) (International) Programme**

**HSBDF0002**

### **General Description**

THE BSocSc (Honours) (International) is a four-year programme which incorporates a year's university study abroad as an integral element in the Degree programme. Second Year students may apply to enter the programme and, if accepted, are required to attend approved foreign university courses during the following year.

All arrangements in connection with the BSocSc (Honours) (International) programme are made through the Department(s) in which the students are registered. Intending applicants should note that (a) since only those who can be assigned full-time places in approved foreign universities are accepted, *the number of students who can take part is strictly limited*; and (b) that not all Departments are involved in the programme.

Permission to travel abroad on the BSocSc (Honours) (International) programme is conditional upon (a) written approval of the Head of Department of at least one of the Departments in which the student is registered (including details of courses to be followed and UCD equivalence allowed); and (b) the student's passing the Second University Examination (Honours) in Social Science in the session in which permission is sought. No deferral is allowed.

Students must retain all documentation obtained abroad for Departmental approval. Final decisions on all aspects of the programme rest with the Head of the UCD Department(s) concerned. Subject to approval, students may attend courses in more than one university during the year abroad.

### **Regulations Applying to Students Commencing their Year Abroad as of September 2004**

Students in the BSocSc (Honours) Degree programme must normally take courses to the value of 45 ECTS credits in an approved partner institution under the direction of their ERASMUS Co-ordinator in University College Dublin. They must obtain an overall pass in these courses in the academic year that they are abroad in order to continue into the Final Year of the BSocSc (Honours) International Degree. In exceptional circumstances, and only with the prior permission of the relevant Head of Department, students may submit an extended essay on their return in fulfilment of some of their credit requirements. Students who fail to acquire the required credits at pass level will not be eligible for the BSocSc (International) Degree but will be permitted to take courses leading to the BSocSc (Honours) Degree.

### Admission Procedure

Students intending to apply for entry into the programme are advised to contact the Departments in which they are registered early in their Second Year. Application forms are available from those Departments that are involved in the programme. Completed application forms must be returned to Departments by 1<sup>st</sup> March.

## Regulations for First Year Social Science

Students in First Social Science study three subjects as follows:

- Social Policy
- Sociology
- One of the following which can be taken to Degree level:
  - Archaeology
  - Economics
  - Geography
  - Information Studies
  - Politics
  - Or any other subject from the First Arts programme subject to availability and provided there is no timetable clash with Social Policy and Sociology. These subjects can be taken in First Year only.

## Syllabus of First Year Social Science Courses

### Sociology

Sociology is a popular choice for students who wish to discover more about the way we live our lives. We now live in an era of rapid social, economic and cultural change, and sociologists seek to understand and explain the causes and consequences of these changes. In spite of the pervasiveness of change, we take for granted what we are used to, regarding it as simple and obvious. In reality, social life is a complex network of interdependent human beings organised as families, communities, institutions and states. Sociology examines these networks and structures so that through awareness and critical reflection we can change, control or enhance them. This is achieved by studying not just the society in which we live now, but also the very different ways in which human beings have organised their lives together, elsewhere and in the past.

*Note:* the provision of a course in any particular year is subject to the availability of staff and, in the case of an option, its selection by a sufficient number of students. Certain optional courses may only be available timetable permitting. Courses additional to those listed may be provided in a particular year.

Students may also take, as options within Sociology, certain courses taught by other Departments, notably the Department of Philosophy. The express permission of the Head of the Department of Sociology and of the Head of the other relevant Departments is required.

### First Year (SOC 1000)

First Year students take all of the following lecture courses and, in addition, a fortnightly small group seminar:

#### **Introduction to Sociology (2 units) SOC 1001**

An introduction to basic concepts of Sociology, and a discussion of how from its earliest origins, human society has reached its present condition – from foraging, through agrarian to industrial and post-industrial societies, with special emphasis on war, violence, power and changing morals and manners.

#### **The Emergence of Sociological Perspectives (2 units) SOC 1002**

The origins of sociological perspectives which are central to understanding contemporary society. Particular attention will be paid to the classical sociological theories of Karl Marx, Emile Durkheim and Max Weber.

#### **Sociology in Practice (2 units) SOC 1003**

This course introduces students to the way sociologists carry out research into specific areas of social life. Different areas are examined from year to year. The four areas examined currently are: how people behave in social groups and organisations; the

social and cultural differences between men and women; youth subcultures; and the Catholic Church in modern Irish society.

**Contemporary Irish Society (2 units) SOC 1004**

The first section of the course deals with changes in Irish society and culture and focuses on areas such as religion, family, media, gender, identity and everyday social life. The second section examines changing social structure of Ireland, with particular emphasis on developments over recent decades. Demographic change: marriage, fertility and migration patterns. The class structure of Irish society and the impact of industrialisation on social structure.

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**Social Policy**

Social Policy is an applied subject which enables students to develop an informed and critical approach to welfare provision and the Social Policy initiatives of modern societies. The subject examines the historical evolution of these policies and analyses the effectiveness of current social practices in such areas as the provision of health, social security, housing, education, employment and personal social services. Social Policy draws on related subjects in the Social Sciences such as Economics, Political Science, Sociology, Psychology, Philosophy and Law. Courses in the Department of Social Policy and Social Work not only have an Irish focus but also embrace a more international focus within the framework of the ERASMUS and SOCRATES programmes. The Degree subject Social Policy provides a foundation for entry to the MSocSc (Social Work) and MSocSc (Social Policy).

*General Note:* All written work must be submitted in order to fulfil the requirements of the course. Attendance will be taken into account in assessing the year's written work.

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**First Year (SPOL 1000)**

Students normally take the following nine units in First Year:

**The Development of Social Policy (1 unit) SPOL 1001**

This course examines social conditions in 19<sup>th</sup> and 20<sup>th</sup> century Ireland and the major developments occurring in Britain and Ireland during that period.

**Introduction to Social Policy:**

**Theories and Concepts I (1 unit) SPOL 1003**

This course seeks to introduce basic themes in Social Policy such as poverty and inequality, diswelfares and their compensation, the mixed economy of welfare and the role of the state in promoting social welfare.

**Introduction to Social Policy:**

**Theories and Concepts II (1 unit) SPOL 1004**

<b>Social Policy Research</b>	<b>(1 unit)</b>	<b>SPOL 1005</b>
This course examines the distinctive characteristics of Social Policy research and analyses various research methodologies as applied to Social Policy issues.		
<b>Approaches to Social Issues 1</b>	<b>(1 unit)</b>	<b>SPOL 1006</b>
This course enables students to develop a perceptive and analytical approach to issues such as Disability, Child Care, Alcohol and Substance Abuse and Ethnicity.		
<b>Approaches to Social Issues II</b>	<b>(1 unit)</b>	<b>SPOL 1019</b>
<b>Irish Social Policy I</b>	<b>(1 unit)</b>	<b>SPOL 1007</b>
This course offers an introduction to contemporary Irish Social Policy and a critical analysis of initiatives in selected policy areas		
<b>Irish Social Policy II</b>	<b>(1 unit)</b>	<b>SPOL 1008</b>
<b>Social Policy Seminar I</b>	<b>(0.5 unit)</b>	<b>SPOL 1009</b>
This course consists of small group discussion focussing in some depth upon various aspects of the themes covered in the Social Policy lecture series.		
<b>Social Policy Seminar II</b>	<b>(0.5 unit)</b>	<b>SPOL 1010</b>
Programme content may vary slightly from year to year.		

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## **Information Studies**

The undergraduate programme in Information Studies provides an understanding of the interaction between people and recorded knowledge from a humanistic perspective. It examines the generation, representation, storage, organisation, communication and use of knowledge by individuals, groups and society as a whole.

The four First Year courses provide a basic foundation in key areas of the subject, namely: information use in society, literacy and reading patterns, the organisation of information, and the design of information. Students have the opportunity to study specific aspects of each of these areas in further depth in Second and Third Year. Specific assignments, e.g. essays, seminars, reports and projects, will form an important part of the learning process in all years of the Information Studies programme.

Specific pathways through Information Studies in Social Science enable a student to obtain a professional qualification in Librarianship or Information Management. A student must take certain courses in Second and Third Year and fulfil some additional requirements in order to obtain these qualifications. Further details are available from the Department of Library and Information Studies.

Each student takes the following four foundation courses:

**Presentation of Information I (2 units) IS 1112**

This two-unit course introduces students to the main modes and media through which information is presented and communicated. It begins with printed information, analysing the characteristics of the external and internal forms of a range of typical information documents (formats, typography, typographic structuring and cueing, conventions) and critically assessing these against a document's intended function. Next, the characteristics and potential functions of alternatives to the printed word in presenting information are examined (still pictures and symbols, diagrams, charts, maps, films and video) and their use in sample applications is assessed. The final focus of the course introduces students to computer-based presentations, including multimedia, and considers whether key principles emerging in earlier sections of the course may be applied to presentations on the electronic screen.

**Information and Society (2 units) IS 1113**

This two-unit course introduces students to the general phenomenon of information generation and use in society, looking at broad perspectives and general trends. Three issues dominate discussion: the historical rise of an Information Society, the conceptualisation of information, and a review of the history of attempts to establish political control over the generation and use of information since the development of printing. The course develops in students an ability to construct arguments which assist the development of understanding about the role of information as a cultural phenomenon today.

**Print Culture, Publishing and Communications (2 units) IS 1142**

This two-unit foundation course assesses literacy and reading patterns in Ireland and internationally. The rise of literacy in the western world and issues of present day adult literacy world-wide are explored. Important components of the course include: reading patterns past and present, the culture of reading, and book reception history. An exploration of popular literature of the eighteenth and nineteenth centuries to the present day, including the effect of new technologies on reading patterns, is undertaken. The course provides a context for assessing the experience of reading and general patterns of print media consumption in both current and recent generations of Irish society.

**Organisation of Information (2 unit) IS 1151**

This two-unit foundation course examines the ways in which information is organised and represented in retrieval systems for a wide range of applications and users. It presents an overview of the principles of information retrieval and relates these to practice in libraries, museums, art galleries, archives and other information agencies. Specific topics covered include: conceptual approaches to the organisation of information; information items, surrogates and metadata; subject content analysis; electronic data models; retrieval issues for textual, visual and audio items. The relationships between alternative

approaches to the organisation of knowledge are explored, e.g. philosophers' approaches to classification, general library classification schemes; catalogues and indexes.

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## **Archaeology**

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### **First Year (ARCH 1000)**

While the topics studied serve as a foundation for students proceeding to Second and Final Years, they also form a complete programme for those taking Archaeology for one year.

Up to 25% of the overall end of year mark will be awarded for continuously assessed coursework (including essays and worksheets). These will be submitted on a regular basis throughout the year.

The course comprises eight twelve-lecture modules.

#### **What is Archaeology?**

**ARCH 1006**

What is Archaeology? How do we know what happened in the past? How do we date past events? These questions are addressed in this course of twelve lectures.

#### **The Palaeolithic and Mesolithic Periods**

**ARCH 1007**

This course will examine the evidence for the earliest humans in Africa, looking at the evolution of humanity through more than four million years and the dispersal of early hominids across the globe. The case art of Ice Age hunters will be discussed as will the societies of the early postglacial period, a time when people developed complex hunting, gathering and fishing techniques in adaptation to their new environment.

#### **The Neolithic in Ireland and Europe**

**ARCH 1008**

The Neolithic period is when farming societies became established in Europe. These lectures will look at the origins and spread of the farming lifestyle. They will explore the character of Neolithic settlement and the role played by the dead and the ancestors, using this information as a means of understanding the complexity of Neolithic societies.

#### **Life and Death in Bronze Age Europe**

**ARCH 1009**

During the Bronze Age, we see the first use of metals, the emergence of social stratification and the development of complex trade networks linking societies in distant parts of the European continent. These twelve lectures will discuss some of the evidence archaeologists have used to reconstruct social, political, economic and religious life during this period.

#### **Iron Age Europe and Ireland**

**ARCH 1010**

Conventional dating for the beginning of the Iron Age in Europe is about 750 BC. By about 600 BC, iron-working, on a limited scale, had reached Ireland. The period is associated with those people historically referred to as Celts, a people with distinctive burial rites, with advanced metal technology and, above all, with an art style which has been described as "the first great non-classical art of Europe". In the course of the last

century BC, the expansion of Roman power brought an end to Celtic independence. Only in Ireland did Celtic culture survive.

**Ireland and Europe in the Early Middle Ages** **ARCH 1011**

This course is an examination of the Archaeology of Ireland and Europe between the fifth and tenth centuries AD. The topics discussed will include the 'barbarian invasions', the Viking diaspora, and the art of the Church in Ireland.

**Later Medieval Ireland and Europe** **ARCH 1012**

The Archaeology of Ireland and Europe in the first half of the second millennium AD is discussed here. We will examine specifically the rise of high medieval European culture and the effects of the Anglo-Norman invasion of Ireland.

**The Archaeology of World Societies** **ARCH 1013**

In this course of twelve lectures students are introduced to both ancient civilizations, such as the Scythians, and modern societies such as the Australian Aborigines, Amazonian Indians and the Inuit of the Arctic Circle.

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## **Economics**

**First Year (ECON 1000)**

A general introduction to Economics and its methodology:

**Microeconomics** **ECON 1001**

The price system, theory of the firm, factors of production and their markets, microeconomic policy.

**Macroeconomics** **ECON 1002**

National income accounting, introduction to models of income determination, money, banking and credit, international economic relations, monetary and fiscal policy.

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## **Geography**

The undergraduate course in Geography is intended to provide an appreciation of the scope of, and techniques relevant to, modern Geography. Integral to the programme are practical classes, laboratory work, project work and fieldwork as well as the normal lectures and tutorials. Fieldwork for on-site instruction and training in techniques is also an essential component of the Geography syllabus. During the three-year Degree programme, all students are required to complete a minimum of fourteen field classes from the programme of residential and non-residential classes organised by the Department. This programme will vary from year to year and students should consult the Department for further information. Information on the Geography Department and the courses it offers is also available on the UCD World Wide Web Server at [www.ucd.ie](http://www.ucd.ie).

Note: Although some school or other previous study experience of Geography is of course desirable, this is not an essential pre-requisite for entry to Geography at UCD.

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**First Year (GEOG 1000)**

The First Year syllabus comprises lecture courses, tutorials and a field trip programme.

Each student must take seven lecture courses, each of twelve lectures or equivalent. The exact programme of courses will vary from year to year but the following provides a good indication of the likely range of courses available.

**The Human Geography of Global Contrasts** **GEOG 1010**

A perspective is offered on how geographers study the great contrasts in population growth and economic development which divide the modern world into regions of surplus and regions of scarcity.

**Society and Space within the City** **GEOG 1021**

An examination of residential segregation, social activity patterns and human territoriality.

**Geomorphology GEOG 1022**

This course will include a review of Geomorphology at the global scale. Topics to be discussed will include global relief features in relation to lithospheric plate motions and geomorphic process systems.

**The Shaping of the Irish Landscape** **GEOG 1023**

This course examines how physical, social, cultural and political systems have combined over time to produce the complex and dynamic Irish landscape.

**Global Environmental Issues** **GEOG 1024**

An examination of selected global issues particularly those concerning the earth's climate and human well-being.

**The Form of the European City** **GEOG 1025**

An analysis of the characteristics of cities, mainly in Western Europe, from both an historical and contemporary perspective. The development of Dublin will be placed in this European context.

**Introduction to Urban Geography and Planning** **GEOG 1027**

An introduction to the structure of urban systems and the issues that affect urban planning set within the context of increasing urbanisation.

In addition, First Year students must participate in tutorials. They must also attend at least two one-day field classes and complete the required assignments.

## Politics

The subject Politics is concerned with the different political systems of the world – how they work, and what ideas underpin them. It has a number of sub-divisions:

- Political systems of particular countries
- Comparative politics
- International politics
- Normative political theory
- Research methods and the theory of science

One major area of Politics covers the study of political institutions and processes – governments, parliaments, elections, political parties, civil services, armies, pressure groups. It examines how they operate in different countries of the world, and makes comparisons across political systems. Building on descriptions of this kind, we can go on at a later stage to generalise about such issues as how political parties are managed and how voters typically cast their ballots. The second major area is political philosophy. Here, fundamental questions are raised about Politics and political ideas, for instance: What are the characteristics of a good political leader? What conception of freedom should be embodied in political life? What is the relationship between state and society? These questions are studied largely through the works of historical and contemporary thinkers.

More information on the Politics Department and the courses it offers is available on the UCD web server at [www.ucd.ie/politics/](http://www.ucd.ie/politics/).

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### First Year (POL 1000)

The object of the First Year programme is to introduce students to the main features of politics, especially of democratic government, in their practical and theoretical aspects. Students are required to take the following courses:

POL 1001	Introduction to the Irish Political System	(24 lectures)
POL 1002	Political Theory: Models of Democracy	(24 lectures)
POL 1004	Government and Politics of the USA	(12 lectures)
POL 1005	Introduction to Comparative Government	(12 lectures)
POL 1006	Introduction to the European Union	(12 lectures)
POL 1007	Tutorials	
POL 1008	Introduction to International Politics	(12 lectures)

In practice, this means that students attend four lectures and one tutorial per week for two semesters. Tutorials meet in groups of about ten students. Assessment is mainly by written examination papers at the end of the Second Semester. Certain percentages of marks are allocated to tutorial attendance, class participation and essay-writing.

## Regulations for Second and Third Year Social Science

Students choose either of the following two combinations of subjects for Second Social Science provided they have passed three subjects in First Year and the combination they choose contains two of these subjects:

Social Policy *and* Sociology

**OR**

Social Policy *or* Sociology

and one of the following:

Archaeology

Economics

Geography

Information Studies

Politics

Students continue with the two subjects selected in Second Year for their Final Year. A pass mark in both subjects must have been attained before entering Final Year.

Students choosing to study Social Policy in combination with a second subject other than Sociology should note that their choice of optional courses in Second and Third Year may be limited due to timetable constraints.

Where courses are described in unitised form, the unit value of each course is given in brackets after the course title.

A one-unit course is a course which either consists of one lecture/tutorial per week for a twelve week period, or represents an equivalent proportion of the year's work; two-unit and three-unit courses are *pro rata*.

The term *Semester*, where used, means a twelve-week teaching period, normally from September to January and January to April.

## Syllabus of Second and Third Year Social Science Courses

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### Sociology

#### Second Year (SOC 2000)

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*Students take 6 x 5 credit courses*

#### Core Courses (taken by all students)

#### **Sociological Theory I & II (5 credits) SOC 2012**

This course aims to introduce students to modern debates in sociological theory. It examines both Symbolic Interactionism, through the work of Mead, Goffman and Blumer, and Functionalism, through the contributions of Parsons and Merton. Contemporary critiques of these approaches and their further elaboration are also addressed.

The second half of the course develops some of the issues raised in Sociological Theory I. It looks in some detail at Feminist approaches. Also examined are neo-Marxist perspectives, in particular the work of Gramsci and Lukás, as well as the Structuralism of Lévi-Strauss.

#### **Research Design and Qualitative Methods (5 credits) SOC 2008**

Topics that will be addressed include the planning and designing of research projects, sampling and selecting, validity and reliability, generating qualitative data, sorting and indexing qualitative data, and producing analyses and explanations which are convincing. Each student will attend bi-weekly lectures course and workshops. Lectures and workshops will be held on alternate weeks throughout academic year and will be closely linked. In addition to the lecture course, each student will be required to carry out and complete two related research reports.

#### **Seminars (5 credits) SOC 2009**

Each student will attend a weekly seminar.

#### **Sociology of Family and Gender (5 credits) SOC 2013**

The institution of the family has been described as the most critical organisational context in any society. This course examines a range of sociological literature, both theoretical and empirical, on the family. Issues in defining the family are examined in the context of diversity in family forms and historical controversies about the family. A major focus of the course is change and the family, with particular reference to the economy and familial roles. There is a special emphasis on Irish studies of the family. Other themes in this course include those of violence in the family, mate selection and marital quality. The second half of the course offers an introduction to gender issues, especially in Sociology. Sociological theory is examined in the context of gender and the wider body of feminist thought. Specific topics include the social construction of male and female roles, work, the body, power, and the study of masculinity.

**Optional Courses (students take two of the following three optional courses):**

**Development I & II**

**(5 credits) SOC 2016**

Development I: No matter how much or how little you know about our developing world, your assumptions will be challenged in this course. What is development? Is it about people or the economy? – can an economy develop while the people become 'worse off'? Does development happen in isolation or are all the countries of the world connected?

This course will introduce you to the field of development studies, from a sociological perspective. As with other areas of Sociology, the Sociology of Development can trace many of its central ideas to the emergence of Sociology in the last century. However, the Sociology of Development, as a field of study in its own right, only emerged after the Second World War.

The course itself has one main theme. This theme is fundamental to the course. - What is development? The concept development is presented in both its economic and humanitarian guises: Is development concerned solely with economic growth, industrialization etc.? Or should we focus on the welfare of people and mould economic growth to it?

The purpose of this course is to introduce you to a general history of development. It is expected that this course will provide you with the knowledge necessary to produce a critical understanding of current and future developments in this global village.

Development II: This course examines the conditions and prospects of less developed countries, the 'South' within the context of differences in natural resources, the impact of colonialism and the international economic order. The internal dynamics of less developed countries are analysed with reference to classes, ethnicity, interest groups and political factors and the implications of population expansion. Particular attention is paid to the position of women. The 'North' (or advanced industrial capitalist countries) is identified as part of the problem – can it be part of the solution? This question is examined in relation to the operation of transnational corporations and the role of aid.

**Work and Industry and**

**Social Stratification**

**(5 credits) SOC 2014**

Most people spend most of their lives working. Many spend much of this time thinking about their leisure time. Why is work alienating for so many? What makes work rewarding rather than dull? Much thought has been put into organising our lives at work so why is our experience so often repetitive?

The second part of this course aims at introducing students to key theorists and some basic facts of social stratification. It first looks at concepts that originated in the classic tradition of Marx, Weber and Durkheim. In a second step it investigates how these concepts and their consecutive interpretation and advancement have been applied to the empirical environment in America (US) and Europe (UK and the Republic of Ireland). The course will end with a discussion of the relationship between an assumed political equality (citizenship) and actual existing social inequality.

**Sociology of Communications and  
Public Discourse and the Media (5 credits) SOC 2015**

The first part of this course will provide an introduction to the Sociology of Communications, reviewing different research and theoretical perspectives that help us to understand the role that mass communications play in contemporary society. It will examine the main approaches to the study of the media audience, texts and production (including cultural and reception studies, feminist perspectives, semiotics and the political economy of the media). Public Discourse and the Media analyses the role of the media in mature democratic societies, particularly in relation to the maintenance of the public sphere. The course looks at the way that news stories and other genres are created, the role of media producers and sources, whether objectivity is possible and the influence of the political and economic forces (including the role of the state, the issues of censorship, access, coverage of minority issues, public service broadcasting and the influence of the media in setting public agendas and debate).

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**Final Year (SOC 3000)**

*Students take 6 x 5 credit courses*

**Core Courses (taken by all students)**

**Sociological Theory III & IV (5 credits) SOC 3001**

A central goal of this lecture course is to examine linkages between contemporary sociological theory and empirical social research. Contemporary theoretical advances within major sociological traditions are discussed and empirical case studies within these traditions are considered. In particular, issues dealing with agency and structure, as well as modernity, are raised.

**Seminars (5 credit) SOC 3002**

Each student will attend a weekly seminar.

**Research Design and  
Quantitative Research Methods (5 credits) SOC 3007**

It is not necessary to be a mathematician or statistician to develop an understanding of quantitative data or how they can be analysed. Data analysis is not an alternative to 'Statistics' but has its own distinct meaning. Data analysis is concerned with making social researchers aware of the use, interpretation and evaluation of relevant data rather than a formal understanding of statistics. It is important to remember that data analysis should be a tool that you use to arrive at an understanding of the operation of social processes. The objective of this course is to ensure that students acquire practical research skills. Students will be introduced to the statistics package SPSS for Windows. It is intended that through learning technical skills, students will acquire a basic comprehension of the principles of statistical testing.

### Optional Courses

Students will take three of the following six optional courses. All optional courses will be taught in one semester only.

#### **Governance in Society: I & II (5 credits) SOC 3042**

Sociology has still not settled the question of the means whereby social cohesion or social order and patterned social behaviour is achieved. In response to this situation this course proposes that social life is a relatively orderly affair as a result of the processes and activities of governance in society. Governance is the proper activity of identities. Human societies are nested hierarchic structure of governance in which identity is recursively constituted at each level. As individual is embedded in group so too are the individual-group embedded in the overarching survival unit. This course looks at the activities of governance at the two basic levels of identity: individual and organised social group. The third and most inclusive level of identity (survival unit=state society) which embraces these two is not covered in this course.

Governance and Society I (Sociology of Emotions): This course challenges the usual sociological approach to the problem of social order, which is based on mentalist or cognitivist presuppositions: values and norms are things that minds deal with. The course argues that the role of emotions and of affective bonds has been denied and neglected to the detriment of the entire sociological enterprise tout court. This course is organised around an explication of the master social emotions of pride and shame and examines their role in the regulation of social life and, specifically, social relationships. Topics covered are: the history of shame, social conformity, the role of emotions in work and the emotions and violence.

Governance and Society II (Social Organisation): This course is not the standard introductory course to the Sociology of Organisations or Organisational Sociology as it is called. Its aim will be to present a number of new perspectives that have emerged in the field of social organisation in the last two decades. It will attempt to introduce the student to a new and hitherto neglected perspective of social organisational theory. Although incorporating many contributions from the fields of Industrial Sociology and organisation theory it also transcends these with new perspectives. The course will attempt to show that social organisation theory is a potentially fruitful field of sociological theory and research, at once both theoretical and 'applied', that is capable of illuminating many facets of contemporary society.

#### **Crime and Social Control (5 credits) SOC 3043**

The aim of this course is to introduce students to a broad range of theoretical and applied debates within the field of criminology. In Ireland and elsewhere, issues of crime and social control have come to play an increasingly prominent role in public debate. These frequently heated debates are underpinned by more abstract questions about the role and limits of government, the responsibilities of individuals, and our understandings of justice, safety, and community. In trying to address these various issues, this course seeks to develop and enhance students' understanding of the major explanatory models within criminology. The focus is upon applying these frameworks to a range of debates surrounding the nature of crime, and the impact and effectiveness of various strategies of social control. We will explore a variety of historical and contemporary issues relating to

crime, policing and punishment in the Irish Republic and in Northern Ireland, and relate these to experiences and debates in other jurisdictions. In doing so, we will examine the impact of social and economic divisions – and broad processes of social change – upon issues of crime and social control.

**Health Illness and Society (5 credits) SOC 3044**

This course is concerned with the relationship between society and matters of health and illness. Topics for discussion will include theoretical understandings of health and illness; how people define health and illness; health institutions and patterns of health and illness based on age, gender and class.

**Comparative European Societies and American Society (5 credits) SOC 3045**

Comparative European Societies examines the politics and societies of Europe and in particular we focus on the making of contemporary Europe. Our discussion is focused on the evolution and operation of key European societal and political institutions, in different countries, from the 1960s onwards.

American Society: This part of the course aims at introducing students to current trends and discussions in American Sociology. By looking at six topics (Exceptionalism, Civil Society and Politics, Community, Individualism and Social Capital, Multiculturalism and Pluralism, Urban Sociology, and Popular Culture) students will get an overall impression of the main developments in American society and politics and how the Social Sciences have tried to analyse and understand them.

**Sociology of the Environment I & II (5 credits) SOC 3046**

Sociology of the Environment I examines the relationship between society and the biophysical environment. It draws on constructivist, realist, Marxist and eco-feminist approaches; analyses the theory of 'risk society'; examines the consequences of economic globalisation for the ecosystem; discusses the development of environmental movements; and explores the role of the media in placing environmental issues on the public agenda.

Environmental Sociology II: The relationship between humanity and nature is central to a wide range of contemporary issues. This course looks at issues relating to people, animals, landscapes and eco-systems against the historical and evolutionary backdrop of biological anthropology. Topics include: Animal rights, wolf-introductions, GM agriculture, artificial eco-systems, synthetic wilderness, global warming, the sociology of pets, anti-roads protesters, hunt saboteurs, the ecology of human culture, the myth of the 'ecological Indian', the sociology of landscape, and 'Gaia'.

**Political Sociology and Sociology of Childhood (5 credits) SOC 3047**

Political Sociology: 'What is power?' and 'Where is it exercised?' are two major questions in Political Sociology. The earlier sociological approach to the political tended to concentrate on the exercise of power by and within the state. New Political Sociology, however, looks for power throughout society. Thus, the question 'Who are we?' becomes a political question. In this course conceptualizations of power will be addressed, as will notions of political space, political action and identity. You will be introduced to debates

about the more macro level of state, civil society and the public sphere, as well as the more micro and meso levels of identity and social movements.

Sociology of Childhood: Perspectives on childhood-developmentalism, social constructionism, protectionism, dependency, generation and segregation/exclusion and their application to issues around daycare, economic matters, the role of the State, the impact of new family forms, children coping with adversity, play as children's culture or culture for children, doing research with children, childhood in Ireland.

### **Notes for Second and Final Year Students**

- The provision of a course in any particular year is subject to the availability of staff and, in the case of an option, to its selection by a sufficient number of students. Certain optional courses may only be available timetable permitting. Courses additional to those listed may be provided in a particular year.
- Students may also take as options within Sociology – timetable permitting – certain courses taught by other Departments, notably the Department of Philosophy; the express permission of the Head of the Department of Sociology and of the Head of the other relevant Department is required.
- Optional courses listed above for the Third Year may from time to time be offered as options in the Second Year and vice versa.

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## **Social Policy**

### **Second Year (SPOL 2000)**

Students in second year Social Policy will normally take twelve units, eight units from the core courses and four units from the required courses listed below.

#### **Core Courses (Eight units)**

##### **Irish Social Policy**

**(1 unit)**

**SPOL 2001**

Further analysis of the effectiveness of contemporary Irish Social Policy initiatives in selected policy areas.

##### **Poverty and Social Exclusion**

**(1 unit)**

**SPOL 2002**

This course examines the debate on relative and absolute poverty, issues in the measurement of poverty and the wider question of social exclusion. It looks at strategies to tackle poverty and exclusion, and includes units on the financing of social service actions.

##### **Women and Social Policy**

**(1 unit)**

**SPOL 2003**

Students will be introduced to some of the women's issues which arise in Social Policy design and administration in Ireland. The special vulnerability to poverty, higher unemployment and lower incomes among women and their treatment in social security regimes are among the themes examined.

**Ideology and Social Policy (1 unit) SPOL 2004**

This course focuses on certain key ideologies in Social Policy discourse. Theorists analysed include representatives from the New Right, the New Left and feminist writers, along with those who seek to defend the welfare state. Central themes such as approaches to the concepts of need, obligation, reciprocity and the role of the state underpin the series.

**Social Need and Social Services (Workshops) I (1 unit) SPOL 2005**

This series of workshops focusing upon a wide variety of personal social services areas is offered in order to help students develop a perceptive, analytical and sensitive approach to the social services. Use will be made of a variety of teaching resources including visual material, identification of relevant literature and visits to agencies

**Social Need and Social Services (Workshops) II (1 unit) SPOL 2006**

**Family Policy (1 unit) SPOL 2007**

This course will address some of the principal questions around defining families and the various approaches to social policies as they affect families.

**Social Policy Seminars (1 unit) SPOL 2008**

This course consists of small group discussions, focusing in some depth upon various aspects of the themes covered in the Irish Social Policy lecture series.

**Required Courses (four units to be taken)**

**Economics for Social Policy I (1 unit) SPOL 2009**

This course will give students a basic understanding of some of the more important areas of micro- and macroeconomics relevant to Social Policy. In order to be able to analyse the effectiveness of government and Social Policy it is first necessary to understand the institutions behind these policies.

**Economics for Social Policy II (1 unit) SPOL 2010**

**Politics and Public Administration I (1 unit) SPOL 2011**

This course provides a critical analysis of the Irish political system. It examines the role of the Oireachtas, Civil Service and other institutions in the administration and policy-making process, and looks at wider influences such as the role of the European Union.

**Politics and Public Administration II (1 unit) SPOL 2012**

**Psychology I (1 unit) SPOL 2013**

This course introduces students to a range of personality theories together with an introduction to social and organisational psychology.

**Psychology II (1 unit) SPOL 2014**

*Programme content may vary slightly from year to year.*

### **Notes for Second Year Students**

Students who did not take courses in Economics or Politics in First Year will be required to take these courses in Second Year as listed above under Required Courses. All required written work must be submitted in order to fulfil the requirements of the course. Attendance will be taken into account in assessing the year's written work.

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### **Final Year (SPOL 3000)**

Students in Third Year Social Policy will normally take twelve units, seven units from core courses and five units from optional courses.

#### **Core Courses**

- |   |                 |                  |
|---|-----------------|------------------|
| <b>Comparative Social Policy I</b>  | <b>(1 unit)</b> | <b>SPOL 3001</b> |
| This course seeks to analyse and evaluate social security policies and health policies in a number of European countries.   |                 |                  |
| <b>Comparative Social Policy II</b>   | <b>(1 unit)</b> | <b>SPOL 3002</b> |
| <b>Social Policy Analysis</b>   | <b>(1 unit)</b> | <b>SPOL 3003</b> |
| The principal concern of this course is to explore theoretical approaches to the study of social policy, assumptions underlying selected policy initiatives and how government can utilise Social Science research to improve policies and programmes. Policy analysis is examined as a means of synthesising information, including research results to produce policy decisions and determine future needs for policy-relevant information. |                 |                  |
| <b>Social Policy Seminars I</b>   | <b>(1 unit)</b> | <b>SPOL 3004</b> |
| These seminars will consist of small group discussions on a range of substantive issues in Social Policy analysis. They will cover both conceptual and applied policy areas.  |                 |                  |
| <b>Social Policy Seminars II</b>  | <b>(1 unit)</b> | <b>SPOL 3005</b> |
| <b>European Family Policy</b>   | <b>(1 unit)</b> | <b>SPOL 3006</b> |
| This course will cover aspects of the field of family policy in Europe including: problems of definition and comparison; demographic trends and the implications for family policy; EU directives and other European initiatives affecting families; trends and policies for lone parents throughout Europe; work and family roles and family income policies.  |                 |                  |
| <b>Evaluation Research</b>  | <b>(1 unit)</b> | <b>SPOL 3007</b> |
| This course will introduce students to the process, methodology and policies of evaluation research. It will cover the principles and methods involved at each stage of the process.  |                 |                  |

#### **Optional Courses**

Candidates are advised that although it is possible to take Social Work courses as part of their undergraduate programme in Social Policy, these are introductory courses and do not constitute a professional training in Social Work. For details of courses leading to

a professional training in Social Work, see MSocSc (Social Work) and the Higher Diploma in Applied Social Studies.

**Business Administration I (1 unit) SPOL 3008**

This is an introductory course which runs for twenty-four lectures on the basic concepts for understanding Business Administration.

**Business Administration II (1 unit) SPOL 3009**

**Community Studies (1 unit) SPOL 3010**

In this course, students are introduced to the variety of ways in which community has come to be used as an organising concept in Social Policy, with particular reference to the emergence of community development and community care as a policy goal.

**Social Gerontology (1 unit) SPOL 3011**

This course seeks to develop awareness of the variety of factors, demographic, cultural, attitudinal and societal which impinge on the health and well-being of populations. It explores both positive and negative aspects of later stages of the life cycle and intergenerational aspects of social relationships.

**Industrial Relations and**

**Personnel Management I (1 unit) SPOL 3012**

Part one of this course provides students with a basic introduction to the role of the personnel manager in Irish organisations. The course follows an input-throughput-output model which analyses how the function deals with new employees, how they process through the organisation and how they exit the organisation. Part two is an introduction to specific industrial relations contemporary issues in Ireland.

**Industrial Relations and**

**Personnel Management II (1 unit) SPOL 3013**

**Introduction to Social Work I (1 unit) SPOL 3014**

This introductory course consists of a series of lectures which outline the main theoretical influences on the development of Social Work intervention strategies and a series of workshops designed to facilitate the development of basic counselling skills through exercises, role play and video.

**Introduction to Social Work II (1 unit) SPOL 3015**

**Social Work Seminars (1 unit) SPOL 3016**

**Social Work in Practice (1 unit) SPOL 3017**

This is a lecture course which examines areas of Social Work in practice with particular reference to an array of family support options and residential Social Work.

**Ethnicity, Racism and Social Policy (1 unit) SPOL 3018**

The course examines the emergence of race as a social issue in Ireland, responses to immigration, refugees and racism within Irish society and the impact of these responses on Irish Social Policy. Responses to refugees and immigrants in a number of areas of Irish Social Policy such as education, welfare policy and social work are considered. The course also examines the ongoing development of policy in relation to race and ethnicity.

**Rural/Urban Development (1 unit) SPOL 3019**

This course introduces the concept of development in both rural and urban contexts and looks at policies relevant to development in Ireland in the 1990s.

**Men, Work and Family (1 unit) SPOL 3020**

This course uses the concept of Gender, Equality and Needs to look at the formation of Social Policy in relation to men in Ireland.

*Students may also take optional courses in other subjects where this is agreed with the relevant Department.*

**Notes for Third Year Students**

- Programme content may vary slightly from year to year.
- The provision of a course in any particular year is subject to the availability of staff, and, in the case of an option, its selection by a sufficient number of students. Courses additional to those listed may be provided in a particular year.
- Social Policy students may be required to undertake fieldwork as part of this course.
- All required written work must be submitted in order to fulfil the requirements of the course.
- Attendance will be taken into account in assessing the year's written work.

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**Information Studies****Second Year (IS 2200)**

Each student takes twelve units from the range of courses offered. The following course units are typical of the choice which will be offered in any year.

**Information in Organisations (2 units) IS 2211**

This two-unit course examines the problem of communications in organisations and the analysis of information flow and information networks within organisations. The aim of the course is to examine the role of information and information systems in organisations, the impact of the changing economic and technical environment of organisations on information systems, and to compare the character of formal information systems and informal communication patterns. Within this general framework emphasis is placed upon individual and group information handling within work groups rather than on the design of systems.

**Introduction to Human Information Behaviour (2 units) IS 2212**

This two-unit course places the focus of attention on the users of information systems or services. Too often in the past the focus of research and practice has been on the system itself or particular aspects of a service. This course looks at many of the individual characteristics of users and their behaviour in approaching an information system or service and attempts to show how essential the user is in determining the success of a system. Methods of assessing user needs and behaviour through user studies are also discussed.

**Communications and the Consumer (2 units) IS 2221**

This two-unit course examines aspects of both print and electronic text distribution in Ireland. It should complement to some extent any coverage of broadcast media or contemporary creative writing within the range of Arts/Social Science Degree subjects taken by students. This process of consumer purchase is examined with regard to particular generic types of text: newspaper, magazines, best-sellers, popular reference. Based mainly on post-1945 marketing techniques in Ireland, the United Kingdom and elsewhere, the course aims to characterise and predict some of the lasting consequences of these changes for the reading culture of the next century.

**General Information Resources (2 units) IS 2241**

A general overview of a range of widely available information resources is presented in this two-unit course. Examples of resources covered by the course include print, audio-visual and electronic media, with emphasis on information and publications available through regular book trade channels and the media. The course is intended for information users.

**Introduction to Computers (2 units) IS 2261**

This two-unit foundation course presents an overview of information technology in the late 20<sup>th</sup> century aimed at those with limited or no previous knowledge. Broad areas covered are: the basics of how computers work, hardware (CPU, main memory, secondary storage devices, input and output devices), software (systems software and applications software), networks and connectivity (Local Area Networks and the Internet). The computer industry and social, ethical and human issues associated with computerisation are also examined.

**Introduction to Databases (2 units) IS 2262**

This two-unit course focuses on computerised databases. Database theory is introduced, including functions, components and structures of databases. Students will be introduced to creating their own database using a popular Database Management System (DBMS). This will include the practical and technical skills required to create a database, as well as the evaluation criteria used in selecting a particular DBMS. Students will be introduced to the issues associated with searching bibliographic and full-text database searching.

**Design of Information Systems (4 units) IS 2263**

In this four-unit course the student investigates the information systems of a particular organisation, with regard to the implementation of a new technology-based information system. Each student is required to create a Project Initiation Document (PID) that provides

an analysis of the existing IS set-up and a proposal for the introduction of this new service. The central aim of the PID is to identify the information systems at work within the organisation, what individuals involved want to achieve, and what new Information Technology/Information Systems will be required to implement the project. The selection of actual software or the creation of any physical systems is outside the scope of the project. A formal knowledge of computers, at a level corresponding to First Year Computer Science, is a prerequisite for this course.

**Presentation of Electronic Information (2 units) IS 2265**

This intermediate level two-unit course builds on the basic concepts and principles of presentation of information introduced in course IS 1112 (*Presentation of Information*). IS 2265 concentrates on the presentation of electronic information, that is, information stored, retrieved or presented via computer. This course aims to provide a critical understanding of the methods of presenting electronic information, how and why these methods have evolved and how they may evolve in the future. It also aims to foster basic skills in the presentation of electronic information, in particular, the use of desktop publishing technologies. IS 2265 is a prerequisite for the Third Year course *Web Publishing*.

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**Final Year (IS 3300)**

Each student takes twelve units from the range of courses offered. The following course units are typical of the choice which will be offered in any year:

**Information Policy (2 units) IS 3311**

This two-unit course begins with a review of the range of information policies pursued by most governments in western societies and continues this theme in two ways. First, by looking at individual issues like copyright, censorship, data protection, and secondly by reviewing the experience of individual countries.

**Culture, Information and Technology (2 units) IS 3312**

This two-unit course examines social and cultural perspectives on information and technology. Topics will include how individuals and organisations in modern society perceive information and technology, the impact of new technology and information systems on social and cultural structures in modern society and changes in social control of information. Issues such as global culture, virtual communities and the sociology of technology and knowledge will be discussed.

**History of the Book (2 units) IS 3323**

This two-unit course explores and researches the impact of print culture as it evolved post-1500 in Europe and North America. The programme of study is interdisciplinary and collaborative with a number of Departments/Centres. It foresees the preparation of research themes in the domain.

**Management of Information Agencies (2 units) IS 3331**

This two-unit course is an introduction to the theory of organisation and to the use of management techniques in libraries and information units. The following topics will be

covered: introduction to organisational theory; designing and maintaining the organisation; managerial responsibilities; structure of information agencies; management of resources, including personnel, finance and budgeting, materials, buildings and equipment.

**Introduction to Electronic Resources** (2 units) IS 3344

This two-unit course examines the principles and practice of online searching, using commercial databases in a variety of formats including CD-ROM and online. An overview of electronic products is followed by a more detailed exploration of the skills of online searching with emphasis on the techniques of selection, retrieval and evaluation of databases. The course will concentrate on basic online searching skills with a significant practical component of live online searching and will require considerable student initiative to work independently in practical exercises. The following aspects of searching will be covered: basic concepts of database structure, particularly inverted file searching using Boolean logic; command languages; search strategies using controlled and natural vocabularies; and access to CD-ROM and Internet resources. The range of databases will be assessed and search results evaluated in relation to specific information needs.

**Literature for Children** (2 units) IS 3347

This two-unit course introduces significant aspects of children's literature provision in Ireland. Past, present and emerging trends are assessed and monitored. The interlocking roles of librarians, teachers and publishers are explored and a basis is developed for future domestic and overseas co-operation.

**Web Publishing** (2 units) IS 3365

This two-unit course aims to give students an understanding of some of the principal aspects of computer-mediated publications. It concentrates on online publications disseminated via the Internet or CD-ROM. The course aims to encourage awareness of current technical, commercial and social issues affecting electronic publishing via a case study of one particular electronic publication, the electronic journal. Topics covered include evolution of the ejournal, dissemination methods, document formats and economic issues. The course also has a substantial practical element; students will learn how to publish on the World-Wide Web using HTML (Hypertext Markup Language). IS 2265 *Presentation of Electronic Information*, is a prerequisite for IS 3365.

**Librarians and Information Seeking  
in the 21<sup>st</sup> Century Workplace** (2 units) IS 3418

This is a two-unit advanced seminar course that trains students to understand and thereby act as intermediaries in the information worlds of professionals who work in traditional and new flexible work environments. Students will explore theories of information behaviour, landmark studies and current research in this field and then apply this knowledge to library and information services in different work contexts.

**European Information Markets** (2 units) IS 3446

The two-unit course is introduced by outlining the formation, structure and purpose of the European Union and the concept of an information market. The emergence of a European information industry, supported by rapid, innovative advances in information and

communications technologies, and which now offers a wide range of information products and services, is critically reviewed. Current markets for electronic on-line databases (including interactive videotext services and real-time and reservations systems), portable compact disk (CD) databases, value added network (VAN) services (including e-mail, EDI and POS services) and new audiotext services are evaluated. Comparisons are made between market trends within the European Union, in the context of an environment that is multi-lingual and multi-cultural and is composed of national economies at various stages of development. Progress in the European information market is also compared with developments in the United States and Japan. The course concludes with a review of the electronic information services in market in Ireland.

**Telecommunications and Networks (2 units) IS 3461**

Technical developments which allow data to be communicated to, and from, a computer system are surveyed in this two-unit course. Goals of the course will be: (1) to learn about recent developments in information and communications; technologies and the internet applications that derive from them; (2) to provide a framework for understanding recent changes in telecommunications, as well as prospects for future developments in telematics; (3) to critically evaluate the quality and value of information resources available via networks; (4) to assess the relevance and implications of telecommunications developments for libraries and other information providers; (5) to discuss theories of computer mediated communication, examine how people and organisations are using conferencing, internet and other telematic applications to exchange information and what problems are emerging; (6) to learn about the problems of operating networks and conferencing systems, as well as design issues for novices facing such programmes.

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**Arts Courses**

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**Archaeology**

**Second Year (ARCH 2000)**

*(Deemed equivalent to twelve units)*

This comprises ten 12-lecture courses and one 24-lecture course. The Irish and British material is treated in greater depth; corresponding developments elsewhere in Europe are addressed more specifically and students are introduced to relevant debates about the evidence and its interpretation. Other features include a major course on the theory and philosophy of Archaeology, a course on scientific techniques in Archaeology and a course on ancient craftsmanship in various materials. Reading lists for the courses will be provided. Up to 25% of the overall end of year mark will be awarded for continuously assessed coursework (including five essays). These will be submitted on a regular basis throughout the year.

ARCH 2006	From Hunter-Gatherers to First Farmers.
ARCH 2007	Contemporary Problems in the Interpretation of the Neolithic.
ARCH 2008	The Emergence of Hierarchy: the Bronze Age of Northwestern and Central Europe.
ARCH 2009	The Irish Iron Age: Problems of Celtness.
ARCH 2010	Early Medieval Landscape, Settlement and Society in Ireland.
ARCH 2011	Early Medieval Art.
ARCH 2012	Viking-Age Ireland, Later Anglo-Saxon England, and Carolingian Europe.
ARCH 2013	The Archaeology of Feudal Society: Ireland and Europe AD 1100-1500.
ARCH 2014	Methods and Techniques in Landscape Archaeology.
ARCH 2015	A Practical Introduction to Materials in Archaeology.
ARCH 2016	Theory and Philosophy of Archaeology. (24 lectures)

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### Final Year (ARCH 3000)

#### *(Deemed equivalent to twelve units)*

The course will consist of ten core courses (each course counting as one unit) and two optional courses (each counting as one unit) chosen from a range of at least five options. The courses will be thematic and will develop concepts and issues introduced in the First and Second Year programmes. The selection of courses available in any academic year will depend on staffing and logistical resources. Minimum and maximum limits will be placed on numbers attending optional courses. Courses additional to the list on the following page may also be offered. The list of courses on offer in any academic year will be available immediately before the beginning of the academic year in September. A one-week field course will be offered as an option in early September prior to the commencement of the lecture programme. Students interested in this option should enquire in the Department for details. Up to 25% of the overall end of year mark will be awarded for continuously assessed coursework (including four extended essays). These will be submitted on a regular basis throughout the year. Courses to be offered will be selected from the following:

#### **C: Core Course; O: Optional Course**

ARCH 3001	The Mesolithic/Neolithic Transition (O)
ARCH 3002	Stone Tools in a Social Context (O)
ARCH 3003	Regionality in the Neolithic of Ireland and Britain (O)
ARCH 3004	Settlement and Landscape (C)
ARCH 3005	Ritual and Ideology (O)
ARCH 3006	Funerary Archaeology (C)
ARCH 3007	Material Culture (C)
ARCH 3008	Art in Prehistory (O)
ARCH 3009	Practice and Theory in Irish Archaeology (C)
ARCH 3010	Wetland Archaeology (O)
ARCH 3011	Religion and Ritual in Celtic Europe (O)
ARCH 3012	The Celts at War: History, Archaeology and Myth (C)
ARCH 3013	Ireland's Golden Age (O)

ARCH 3014	People of the Isles: Ireland and Britain, AD 400-1000 (C)
ARCH 3015	The Archaeology of Architecture (O)
ARCH 3016	Sculptors and Stonemasons in the First Christian Millennium (O)
ARCH 3017	The Viking World (C)
ARCH 3018	Field Courses (O)
ARCH 3019	European Lake Dwellings (C)
ARCH 3020	Art Interaction in Early Christian Europe (C)
ARCH 3021	Answers from the Grave (C)
ARCH 3022	Histories in Stone: Medieval Europe (O)
ARCH 3023	The Archaeology of Race and Ethnicity (O)
ARCH 3024	Understanding Mesolithic/Neolithic (O)
ARCH 3025	A New Archaeology of Castles (O)
ARCH 3026	Artistic Interactions in the First Millennium AD (C)
ARCH 3027	From the Tree to the Artefact – Wood in Archaeology (O)
ARCH 3028	Making Sense of the Mesolithic (C)
ARCH 3029	The Archaeology of Human and Animal Bone (O)
ARCH 3030	Historical Archaeology and the Making of Modern Irish Identity (O)
ARCH 3031	Sentient Stones: Interpreting Lithics (O)
ARCH 3032	The Archaeology and History of Medieval Dublin (O)
ARCH 3033	Histories in Stone from Early Medieval Europe (O)
ARCH 3034	Encountering Complex Pasts: Perspectives on Canadian Archaeology (O)
ARCH 3035	An Introduction to Conservation (O)

**Notes for Final Year Students**

Questions on the BSocSc papers will also require knowledge of the framework and general principles encountered in Second Year.

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**Economics**

**Second Year (ECON 2000)**

*R = Required Course O = Option Course*

<b>Macroeconomics (2) (R)</b>	<b>ECON 2001</b>
Intermediate level course in Macroeconomics.	
<b>Microeconomics (2) (R)</b>	<b>ECON 2002</b>
Intermediate level course in Microeconomics.	
<b>History of Economic Thought (2) (O)</b>	<b>ECON 2005</b>
The development of economic theory over the years.	
<b>Statistics/Econometrics (2) (R)</b>	<b>ECON 2006</b>
Introduction to Statistics as applied to the estimation of economic models.	

**Economic History (2) (O)** **ECON 2010**  
Introduction to the main topics in Irish and Western economic history.

**The Irish Economy (2) (O)** **ECON 2011**  
Study of the Irish economy, its development and recent economic history.

**Quantitative Techniques (2) (R)** **ECON 2012**  
Introduction to the use of mathematical techniques in Economics.

**Labour Economics (2) (O)** **ECON 2017**  
The economics of investment in human capital. Labour supply, employment, unemployment and wage rigidity.

**Environmental Economics (2) (O)** **ECON 2025**  
Externalities and the environment; optimal policies to combat pollution; cost-benefit analysis of resource-based projects.

**Tutorials (2) (R)** **ECON 2030**  
Weekly tutorial on general aspects of theoretical and applied economics. Mid-Year Tests.

**Applied Microeconomics (2) (O)** **ECON 2031**  
Study of the determinants of market structure and their implications for resource allocation.

Students take four required courses, one option course and must attend weekly tutorials (ECON 2030). The list of options may vary from year to year.

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**Final Year (ECON 3000)**

**Macroeconomics (2) (R)** **ECON 3001**  
Macroeconomic theory; growth inflation and unemployment, fiscal, monetary and exchange-rate policy.

**Microeconomics (2) (R)** **ECON 3002**  
Applications of price theory to contemporary problems; introduction to welfare economics and general equilibrium.

**Econometrics I (2) (O)** **ECON 3006**  
Estimation and inference in the general linear model; departures from Classical assumptions; simultaneous equation systems.

**Transport Economics (2) (O)** **ECON 3009**  
Applied economic analysis of (i) the provision of transport infrastructure; (ii) transport providers; and (iii) transport users, the role and influence of government on the transport sector.

<b>Economic History (2) (O)</b> Issues in Irish and European economic history.	<b>ECON 3010</b>
<b>Quantitative Techniques (2) (O)</b> Classical optimisation with and without constraints; linear and non-linear programming; economic applications.	<b>ECON 3012</b>
<b>Finance (2) (O)</b> Supply and demand for money; the optimal quantity of money; monetary policy.	<b>ECON 3014</b>
<b>Health Economics (2) (O)</b> Demand for health; payment systems for doctors; casemix analysis; health insurance; health and labour market outcomes.	<b>ECON 3018</b>
<b>Econometrics II (2) (O)</b> Theoretical aspects of the linear model and its associated problems; interrelation to simultaneous equations models.	<b>ECON 3019</b>
<b>Industrial Organisation (2) (O)</b> The analysis of modern industry, particularly the competitive and growth strategies of firms under uncertainty; the functioning of markets.	<b>ECON 3020</b>
<b>Introduction to Game Theory (2) (O)</b> Introduction to the theory of games with applications to finance, auctions and industrial organization.	<b>ECON 3021</b>
<b>International Economics (2) (O)</b> International trade theory; balance of payments adjustment.	<b>ECON 3023</b>
<b>Economic Development (2) (O)</b> Application of economic theory to the study of the problems facing the less developed countries.	<b>ECON 3024</b>
<b>Public Sector Economics (2) (O)</b> Demand and supply for public goods; criteria for public intervention; inequality and poverty.	<b>ECON 3029</b>
<b>Tutorials (2) (R)</b> Weekly tutorial on general aspects of theoretical and applied economics. Tutorial tests count as a course mark.	<b>ECON 3030</b>
<b>Labour Economics (2) (O)</b> Microeconomic models of unemployment and evidence for OECD countries, human capital, labour supply.	<b>ECON 3033</b>

### **The European Economy (2) (O)**

**ECON 3034**

The economic rationale for European integration, focussing on the single market and the Euro.

### **Notes for Final Year Students**

Final Year Students must (a) take the following two required courses: ECON 3001 *Macroeconomics* and ECON 3002 *Microeconomics* (b) take three option courses and (c) attend weekly tutorials (ECON 3030). The list of options may vary from year to year.

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## **Geography**

### **Second Year (GEOG 2000)**

The programme of courses offered by the Geography Department is dynamic and constantly revised. The lists of courses on offer may change from year to year and the programme for any academic year is finalised only in September. What follows is based on the current syllabus and gives a good indication of the likely syllabus for the coming year but it may be changed as circumstances require.

*Second Year students take the following list of courses, each of two units.*

### **Cultural Geography**

**GEOG 2001**

This course provides an introduction to Cultural Geography. It focuses on the historical and contemporary development of Cultural Geography; on alternative approaches to understanding the concept of landscape, and on the ways in which aspects of contemporary culture, such as identity and consumption, can be understood from a geographical perspective.

### **Europe**

**GEOG 2012**

Geographical perspectives on the territorial organisation of Europe, with particular attention to the changing Political, Economic and Cultural Geography of the twentieth century. Several broad 'macro-views' of Europe will provide a framework for an exploration of current issues relevant regional development and territorial organisation.

### **Geomorphology**

**GEOG 2021**

An introduction to (a) Quaternary geoscience, including the topics of oxygen isotope stratigraphy, terrestrial stratigraphy and correlation, geochronology, Quaternary climate change, glacial geomorphological processes, landforms and sediment systems as process and environmental surrogates and (b) the landforms, materials and processes associated with weathering, mass wasting, slopes and river systems.

### **Climatology**

**GEOG 2022**

This course will focus on understanding the processes responsible for climate. Lectures will introduce students to concepts of energy and mass exchanges within the climate system which give rise to circulation systems.

**Biogeography****GEOG 2026**

An introduction to the distribution patterns of species and ecosystems across the surface of the Earth and the factors that determine these patterns. Part of the course will examine aspects of the biogeography and conservation of biological diversity in two vastly different realms: Ireland and Australia.

**Geographic Techniques – Practical Course****GEOG 2060**

All students will take a two-unit practical and techniques course. The syllabus of this course will vary from year to year and will depend on available resources. Details will be made available at the beginning of the academic year.

Fieldwork is an essential component of the Geography programme. The Department organises a field course (GEOG 3050) abroad each year. While preference is given to Final Year students, Second Year students may participate in this course if space permits. However it is not possible to take this course for credit.

**Notes for Second Year students**

- The selection of practical and techniques courses on offer in any year is dependent on the availability of the necessary resources. Limits will be placed on numbers, in particular for practical and techniques courses. A significant proportion of the programme is examined by continuous assessment and/or projects.
- Not all the courses listed above may be available in any one academic year. Courses additional to the list above may also be offered. The list of courses on offer in any academic year will be available in September.
- Students should note that where a choice of courses is offered, the choice made may influence the range of courses available in the Final Year. Students will be required to make binding course choices early in the First Semester.

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**Final Year (GEOG 3000)**

The programme of courses offered by the Geography Department is dynamic and constantly revised. The lists of courses on offer may change from year to year and the programme for any academic year is finalised in September. What follows is based on the current year's syllabus and gives a good indication of the likely syllabus for the coming year, but it may be changed as circumstances require. The Department aims to offer the maximum amount of choice in courses to Final Year students within the context of a balanced overall geographical content. However, the limitations of the timetable may require that some courses run at the same time.

Final Year students must complete twelve units of coursework during the academic year. They choose five from the following group of two-unit courses.

**Historical Geography of Ireland  
in the Nineteenth Century****GEOG 3011**

This course will consider methodology, practitioners, estates, tenants, famine, regional literature and land reform. Society and settlement will be the main focus.

### **Urban Geography and Planning**

**GEOG 3030**

This course provides a systematic introduction to the study of the urban region and its planning processes. Attention is concentrated upon the western world, with the planning issues that confront urban areas in the latter part of the twentieth century providing the central theme of the course.

### **Urbanisation in the Wider World**

**GEOG 3031**

This course will look at urbanisation in those parts of the world that can be referred to as "non-western". It will be an examination of (a) the growth and development of urban systems; (b) the changing form and function of cities over time, and (c) contemporary planning issues. In the current session the focus will be on (i) Russia and the former Soviet Union and (ii) the Third World.

### **The Physical Geography of Rivers**

**GEOG 3055**

This course examines the processes, landforms and surface materials of rivers and catchments in the contexts of global environmental change and resource use.

### **Glaciation and the Quaternary of Ireland**

**GEOG 3056**

This course will examine the evidence for the glaciation of Ireland during the Quaternary Period and will assess the applicability of global models of glaciation based upon both oceanic sediment cores and ice cores to Ireland. The course will begin with an investigation of key glaciological processes and their reflection in both glacial geomorphology and sedimentology before moving on to a survey of Ireland's Quaternary history. Course topics: Quaternary research in Ireland; glaciers and ice sheets; the dynamics of glaciers and ice sheets; glacial and glacial landforming processes; climate forcing and glaciation in the Pleistocene of Ireland; Milankovitch mechanisms and the Pleistocene Atlantic Ocean; glacial systems in Ireland and Britain through the Pleistocene; Quaternary geomorphology and ice sheet reconstructions in Ireland; physical characteristics of Ireland's glacial deposits; glaciological and environmental inferences based upon Ireland's glacial deposits; proposed Quaternary stratigraphies of Ireland; the Holocene interglacial transition in Ireland.

### **Cultural Geography of North America**

**GEOG 3057**

Cultural Geography, with its emphasis on landscapes, is one of the most dynamic fields of study within contemporary Human Geography. This course focuses on the landscapes of a particular place – North America.

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In addition, students must choose one course from the following group of courses. Only a selection of these courses will be available in any given year whereas additional courses may be offered. Details are available from the Department and will be posted on its website.

### **Nature and Culture in Global Perspective**

**GEOG 3001**

This course examines ways in which "Nature" has been construed and deployed for various agenda in different cultural settings. It explores tensions among competing claims to knowledge and power, varieties of narrative imagination in the landscape and current environmental issues.

**Nature, Space and Time****GEOG 3002**

This course examines cross-cultural variations in human experience of environment. Complementing lectures, the course will include seminar discussions based on selected readings on the interactions of cognitive, behavioural, and biophysical dimensions of everyday life, and the sources of stress and creativity in the contemporary world.

**Environment and Development****GEOG 3004**

This seminar deals with the challenge of harmonising development and environment on the European periphery, emphasising the need for elucidating human as well as biophysical aspects of development. Growth strategies in peripheral regions may lead to situations where short-term gains in economic development place pressures on natural resources; however, long-term sustainability depends on maintaining environmental quality. Unit 1 of this course will comprise a series of lectures, discussions, and final examination; Unit 2 will involve an independent project.

**Cartographic Ideas****GEOG 3005**

This course will be concerned with issues relating to the production and critical analysis of all types of maps. Topics covered may include (a) accuracy and generalisation in maps, (b) maps as information systems, (c) maps as forms of "power knowledge" and (d) arguments for "deconstructing maps". These will be developed in relation to (i) the formulation of thematic maps for demographic and regional development purposes and (ii) the history of cartography at the global and national scales. Some attention will be given to Ireland.

**Geomorphological Field and****Laboratory Techniques (FL)****GEOG 3009**

This course introduces techniques for morphological mapping, air photo analysis, surveying for the description, sampling, analysis and interpretation of sediments and for the measurement of geomorphological processes. The course includes laboratory and fieldwork and several projects.

**History and Practice of Geography****GEOG 3010**

This course covers the nature of Geography, its theories and methods, and major changes in ideas and practices during its development as a discipline. It also examines varieties in geographical thought in different cultural traditions and the societal and technological context within which its major styles of enquiry have emerged in Euro-American schools. Special attention is given to the relationship between physical and human branches of enquiry within the field and the challenge of integrated approaches to the study of environment today.

**Settlement and Society in Ireland****GEOG 3013**

This course deals mainly with the structure of rural communities in Ireland and the settlement patterns associated with them. Following an introductory examination of the cultural regions of Ireland, studies by social anthropologists, folklorists and others are considered along with the work of geographers.

**City of Dreams – the Ideal Urban Settlement**

**GEOG 3015**

This course will examine the search for the ideal urban settlement. Taking a broad sweep through space and time, it will be shown that there are very different perspectives on what is 'ideal' and on how to achieve it.

**Holocene Fluvial Geomorphology (F)**

**GEOG 3024**

This course deals with the characteristics and formation of alluvial landscapes and floodplains during the Holocene in the context of environmental change and with particular reference to the recently glaciated valleys in upland areas of Ireland and Britain. It is based largely on field teaching classes. Various pre-requisites apply; contact the Department for details.

**Ice Age Ireland: Field Studies in Glacial Geology (F)**

**GEOG 3025**

This course is intended to complement GEOG 3056. The course will be oriented mainly towards fieldwork and will introduce students to both field techniques in glacial geology and to sites of special interest in the field of Irish Quaternary research. Students must obtain a minimum qualifying standard in relevant Second Year courses to participate in this course.

**Geomorphological Techniques (FL)**

**GEOG 3026**

This course enhances skills in Geomorphological mapping, in the environmental interpretation of sediments and in absolute dating.

**Introduction to Retailing**

**GEOG 3037**

This course is concerned with the processes of development and change within the retail system. It focuses on the locational bases of these changes, with attention being concentrated on the interrelationships between the retail and consumer subsystems, and the development of new retail formats and locations.

**Store Location Analysis**

**GEOG 3038**

This course focuses on the processes and techniques of assessing the performance of existing retail locations and the potential of new retail locations. The course will be strongly practical, analysing and teaching specific locational techniques. Participants must have completed GEOG 3037 *Introduction to Retailing*.

**Geography of Elections**

**GEOG 3039**

The key to the functioning of the modern state is the acquisition and retention of power through the medium of elections. This course focuses upon the processes and patterns of modern electoral systems, examining varying electoral methods, underlying socio-economic and political cleavages, electoral abuses, and geographical influences on elections.

**Aspects of the Geography of the Third World**

**GEOG 3041**

An examination from a geographical perspective of a selection of issues as they affect the Third World. The course will examine the Geography of World Trade, Industrialisation, Population Dynamics, Food Production and Urbanisation with particular

emphasis on the choices faced by Third World countries as they attempt to develop their societies.

**Dublin: The Historical Geography of a Capital City****GEOG 3042**

This course explores the evolution of the capital city: the Viking and medieval inheritance, the classical town in the modern city, the nineteenth century slum problems and the rising bourgeoisie in the early twentieth century.

**The Growth and Development of****Dublin in the Twentieth Century****GEOG 3043**

This course is concerned with the study of the growth of the city in the twentieth century. Main areas of interest will be the development of the residential component of the city, changing economic and commercial geography and the socio-demographic spatial structure of the city.

**Regional Geography****GEOG 3044**

An in-depth study of the Geography of a major region of the earth. The focus of the course will change from year to year.

**Climate near the Ground****GEOG 3046**

This course focuses on boundary-layer climates, those which form adjacent to a surface and whose special properties are derived by interaction with the surface. The subject matter includes the climates of vegetated surfaces, of animals and plants, of humans and buildings. During the term students will use meteorological instruments.

**Aspects of the Geomorphology of Ireland  
from Aerial Photographs and Maps****GEOG 3059**

The aims of this course will be to identify elements of the geomorphology of Ireland, to characterise process relationships, both active and relict, amongst the elements and so build an understanding of the evolution of the Irish physical landscape. Throughout the course skills will be developed in applying aerial photograph interpretation (API), aerial photograph stereometry and the reading of topographic and geological maps. These skills will then be applied in carrying out geomorphological surveys of several regions and sites of particular importance to the course aims.

**Dissertation****GEOG 3060**

This is a substantial piece of research on a topic approved in advance by the Department. The dissertation shall involve a bibliographic review and shall also include a statement of the methods and results associated with the project. The dissertation may be taken only by those students who satisfy the Department of their suitability by reaching the required standard in the Second Year University Examinations in Geography. Details of the current standard required are available from the Department.

**Field Course****GEOG 3050**

Normally this will be a residential field course in either Ireland or abroad of between 5 and 14 days duration. Details of the course on offer in any given year will be available early in the First Semester. Students must bear the costs of this field course. Those

participating for unit credit must complete a programme of work before, during and after the field course. Places will be limited and it will not be possible to allocate places until midway through the First Semester. Participants normally take the field course for credit. It is regarded as a two-unit course and may replace any one of the courses described above.

### Notes for all Final Year Students

- Not all the courses listed above will be available in any one academic year and courses additional to this list may also be offered.
- Continuous assessment is a central part of many courses. Students who do not complete assignments, fieldwork, laboratory or practical work may be required to withdraw from a course. In such circumstances s/he will not be permitted to sit any written examination in that course.
- Courses will not be offered where demand is not sufficient while it may be necessary to limit enrolment in other cases. The list of courses on offer in any academic year will be available in September and students will be required to make a binding choice of courses early in the First Semester. Some courses have pre-requisites that in some cases require attendance at specific courses either in Second Year or Third Year Geography. Most courses begin in the First Semester.

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## Politics

### Second Year (POL 2000)

The academic objective of the Second Year programme is to develop student's basic understanding of political concepts in the areas of Political Theory, Comparative Politics and International Relations, to introduce them to the rudiments of research methodology within the discipline (including an introduction to computer-based data analysis techniques), and to develop their knowledge in some of the major sub-fields. Students take four compulsory courses:

POL 2001	Civic Republican and Contractarian Political Thought	(2 units) Semester 1
POL 2002	Comparative Politics	(2 units) Semester 1
POL 2004	Introduction to International Relations	(1 unit) Semester 2
POL 2026	Issues in Political Research	(2 units) Semester 1

Students are required to take three optional courses selected from the following seven. Each has a value of 1 unit. The list may vary from year to year but the following seven courses were on offer 2003/2004:

POL 2008	Law, Politics and Human Rights	(1 unit) Semester 2
POL 2014	Issues in Democratic Theory	(1 unit) Semester 2
POL 2027	Introduction to Statistics	(1 unit) Semester 2
POL 2028	Power, Discourse and Political Action	(1 unit) Semester 2

POL 2029	Globalisation and the Changing Role of the State	(1 unit) Semester 2
POL 2030	Introduction to British Politics	(1 unit) Semester 2
POL 2031	End Game of the Communist System: Challenges and Collapse	(1 unit) Semester 2

In addition, students attend compulsory tutorials (POL 1010). Assessment is based on project work, exercises submitted electronically, written examination papers at the end of the Second Semester and on tutorial attendance, class participation and essay writing.

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**Final Year (POL 3000)**

The objective of the Final Year programme is to allow students to choose particular areas of specialism and to develop further their analytical skills. Students select four courses from the list of those on offer; each course is worth three units. The following courses were on offer in 2003/2004 and are subject to change.

POL 3001	Dynamics of European Union	(3 units) Semester 1
POL 3006	Irish Electoral Behaviour	(3 units) Semester 2
POL 3010	Political Communication	(3 units) Semester 1
POL 3011	Politics and Nationalism	(3 units) Semester 1
POL 3013	Politics of the Northern Ireland Conflict	(3 units) Semester 2
POL 3014	State and Nation	(3 units) Semester 2
POL 3015	Politics of Multi Ethnic States	(3 units) Semester 1
POL 3018	Equality	(3 units) Semester 1
POL 3019	Political Liberalism	(3 units) Semester 1
POL 3026	Citizenship, Participation and Diversity	(3 units) Semester 2
POL 3027	Political Islam	(3 units) Semester 2
POL 3028	Regime Change and the Process of Democratisation in Eastern and Central Europe	(3 units) Semester 1
POL 3030	Integration Fragmentation and the Global System	(3 units) Semester 2
POL 3031	Politics of Diaspora	(3 units) Semester 1
POL 3032	Political Change	(3 units) Semester 2
POL 3033	Economy, Civil Society and Ideology in Modern Political Thought	(3 units) Semester 2

Each course is confined to a single semester, and students take two courses in each semester. Tutorials are arranged by lecturers in a way that responds to the particular needs of the courses. Assessment is mainly by means of an examination at the end of the year but credit may be given for essay or project work in certain courses.

## **Degree of Bachelor of Social Studies (Housing and Community Studies) (Honours)**

**HSBDP0001**

### **General Regulations**

The Bachelor of Social Studies (Housing and Community Studies) (Honours) is a Degree offered by University College Dublin in partnership with Respond! Housing Association. It is a four-year, part-time Degree programme open to mature students (twenty-three years or over). It is designed in a modular format, developing progressively from Certificate (Year 1) to Diploma (Year 2) leading to a BSS Degree (Year 4). There is a biennial intake of not more than forty students onto the programme.

The course offers a practice-based, academic education programme for those engaged in housing and related disciplines. The pedagogic approach adopted is based on the Frierian principles of student-centred learning, drawing in the first instance on the students' own experience and knowledge, augmented by theory and analysis.

Years 1 and 2 of the programme equip students with foundation knowledge and skills in estate management and related tenant participation facilitation. Years 3 and 4 deepen the student's knowledge and understanding of the multidisciplinary nature of housing and community progressively, drawing on housing finance, economics, land use management, planning, design and construction, law, community development and personal development skills and professional practice.

The aim throughout is to:

- equip students with a holistic understanding of the multi-disciplinary nature of housing and community development;
- offer an academic theoretical framework to underpin professional practice;
- develop a course that invites critical and informed analysis and reflection;
- offer an understanding of the dynamics of housing, resource distribution and sustainable development and
- foster housing management skills relevant to the Irish housing practitioner in the twenty-first century.

### **Terminology of the BSS Degree**

Here are some of the terms used to describe the BSS Degree:

**Module:**

A module is a year's course in a subject. A student's performance in each module will be assessed by means of credits and a grade marking system.

**Level:**

A Level consists of a number of modules, normally undertaken in one year.

**Credits:**

Each module is worth a number of credits. When you have completed all the modules for the Level, you will be awarded 60 credits. To complete a module successfully you must attend lectures and tutorials, complete the assignments and projects and pass the examination.

**Grades:**

Grades are the marks you achieve in designated assignments, projects and examinations. The quality (i.e. Pass or Honours) of your performance is determined by the grades you achieve at designated levels.

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**How To Proceed To Your BSS Degree**

To complete the requirements necessary to be awarded the BSS (Housing and Community Studies) Degree, you must:

1. Complete a minimum of four years' registration and attendance,

**and**

2. Accumulate 240 credits, i.e. 60 Level 1 credits; 60 Level 2 credits; 60 Level 3 credits and 60 Level 4 credits, by taking the modules specified at these levels.

You will accumulate credits in each module by:

- (a) registering for and attending lectures and tutorials;
- (b) completing course requirements in respect of assignments and projects;
- (c) passing the relevant examinations in each module.

**Course Structure**

The Degree programme is offered over four years on a part-time basis. It is designed on a course module or unitised basis. Each module/course comprises two days lectures per month plus small group regionally-based tutorials.

The credit weighting accorded is 60 credits per Level, giving a total of 240 credits required for a Degree to be awarded.

On satisfactory completion of Year 1, a Certificate may be awarded to students who elect not to proceed to Level 2. On satisfactory completion of Year 2, a Diploma may be awarded to students who elect not to proceed to Levels 3 and 4. Satisfactory completion of Years 3 and 4 will lead to a BSS Degree award.

**Examinations**

Examinations will be held at the end of the academic session (i.e. late April to end May). A repeat examination is held in the Autumn (i.e. August).

Up to 80% of the marks available at each level may be allocated for work performed during the year.

## Standards Applying to Examinations

### Pass Standard

The pass standard is 40%

### Honours Standards

The Honours will be awarded as follows:

First Class Honours	70%
Second Class Honours, Grade I	60%
Second Class Honours, Grade II	50%
Third Class Honours	45%

### Beneficial Aggregation

Honours may be awarded for the Degree as a whole based on beneficial aggregation of 30% of examination results from Level 3 and 70% of examination results from Level 4. Thus, the grade of Degree result will be determined by either:

i) aggregation of 30% of the Level 3 examination results plus 70% of the Level 4 examination results.

or

ii) 100% of the Level 4 examination results, whichever is to the benefit of the student.

### Certificate

A Certificate may be awarded on the basis of examination results for Level 1, to students who elect not to proceed to Level 2. The award for the Certificate will be Pass.

### Diploma

A Diploma may be awarded on the basis of examination results for Level 2, to students who elect not to proceed to Level 3. The grading for the Diploma will be as follows:

Distinction	70%
Honours	60%
Pass	40%

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### Examinations and Repeat Examinations:

Examinations will be held in the Summer of each year; a repeat examination in individual modules is held in the Autumn.

Courses are offered, and examinations are held, biennially. Students who are unsuccessful in one or more modules within a single academic session may repeat the module(s) in another academic session. Students will have to wait until the lectures in that module are offered again in the biennial cycle.

Students may repeat a year by attendance only. They must register for, and attend, lectures in the modules they wish to study, irrespective of previous attendance in the same module. A fee will be charged for re-attendance.

Students must pass each module within three years of entering the year in which that module is offered. The Faculty may waive this requirement in exceptional circumstances.

Students will be given the opportunity to re-submit coursework which has not achieved the required standard. The maximum mark that can be obtained for a piece of work following re-submission is 40%, irrespective of the quality of the re-submitted work. The Board of Studies may waive this requirement in exceptional circumstances.

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## **Level 1 Module Descriptions**

Students take the following modules at Level 1:

**Module 1.0 – Professional Practice** (14 credits) **SPOL 1801**

**Module 1.1 – Introduction to Course, IT and Adult Learning** (4 credits) **SPOL 1802**

This unit offers students an introduction to the course structure, methodology, content, campus facilities, as well as to the course personnel and the other students. Students are facilitated in their return to adult learning through an examination of a range of adult learning styles with a focus on student-centred learning. This acts both as personal learning and as a tool for subsequent housing management practice which itself is located in a context of adult learning.

**Module 1.2 – Genesis and Social Context of Estate Management** (12 credits) **SPOL 1803**

This module presents the background to, and genesis of, tenant participation in estate management in Ireland. It locates this in the broader historical and legal context of Irish housing policy and Irish local government structures. The unit examines the structural nature of poverty in Ireland, its spatial distribution, and the interplay with Irish housing policy. A range of tenant participation models are reviewed, as well as issues pertaining to their application.

**Module 1.3 – Theory and Practice of Tenant Participation** (12 credits) **SPOL 1804**

This module presents an overview of theoretical approaches to Community Education and assists students in locating their own style of facilitating tenant participation. The module also examines aspects of the social, legal and administrative context within which tenant participation occurs. Legal and community responses to 'anti-social behaviour' are analysed.

**Module 1.4 – Developing an Estate Management Strategy** (12 credits) **SPOL 1805**

This module highlights the multi-faceted nature of tenant participation. The unit offers students an introduction to strategic planning in the context of preparing for a tenant participation initiative. The learner is presented with legal and ethical considerations relating to housing lettings and allocations. The module focuses on facilitation theory, skills, practice and reflective practice and also offers a practical analysis of Frierian techniques in community work.

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### **Module 1.5 – Residential**

#### **Weekend Training Session**

**(6 credits) SPOL 1806**

This residential weekend training session offers students a non-pressured space in which to explore elements of group work, personality types and traits, personal skills development. The module also addresses issues of family support and childcare service planning and provision. Students are challenged to examine the role of service providers, statutory and voluntary and community, in this regard. Aspects of legal, social, economic, administrative and ethical considerations arising are examined.

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## **Level 2 Module Descriptions**

Students take the following modules at Level 2:

### **Module 2.1 – Regeneration and Design**

**(7 credits) SPOL 2801**

This module concentrates on issues relating to urban and rural regeneration. It examines various channels of funding for projects and looks at existing supportive networks and supervisory agencies. The theme of regeneration is then specifically linked to community development. Design of the built environment and layout of estates and their impact on communities is examined as is the social mix of tenures on housing estates.

### **Module 2.2 – Strategic Planning and Management (7 credits) SPOL 2802**

This module examines the importance of financial and budgetary management for tenant participation groups. It examines conflict within groups, listening behaviours and the mediation process in tenant participation in estate management. Ethical considerations in relation to facilitation are also reviewed.

### **Module 2.3 – Evaluating**

#### **Tenant Participation Initiatives**

**(7 credits) SPOL 2803**

This module examines the key aspects of evaluation. Session design and design of tenant participation courses on estates are explored, including a practical focus on course material design. Equal opportunities measures are explored in the context of the design and evaluation of estate-based tenant participation courses/initiatives. General research methods that may be applied to a range of community settings are discussed and both summative and formative evaluation methods are examined.

### **Module 2.4 – Project**

**(18 credits) SPOL 2804**

The project has two parts: written dissertation and practical facilitation, with a 70:30 respective weighting. Students are required to plan, design, deliver and evaluate a piece of training that is both relevant to the group being trained, and related to facilitation of tenant participation in estate management.

### **Module 2.5 – Economics– An Introduction**

**(7 credits) SPOL 2805**

This module does not require any prior knowledge of economic theory and methods. It provides an introduction to the key concepts, terminology and application of core macro- and microeconomic principles, with reference to real life situations (e.g., economic debates in the media).

**Module 2.6 – Families and Family Policy (7 credits) SPOL 2806**

This module presents a range of information on the family and key debates within family policy. It examines the changing nature and role of 'the family', functions of the family and strategies intended to support family life. Current family law provisions are reviewed as is their impact on individuals, families and communities. The module also familiarises students with the range of agencies, both statutory and not-for-profit, working with families and children.

**Module 2.7 – Communication and Management Skills (7 credits) SPOL 2807**

This module combines a knowledge-based input with the identification and development of personal skills. The assessment strategies proposed seek to reflect these complementary aspects ascertaining the student's knowledge base regarding (a) their awareness of their own skills and limitations, (b) 'emotional intelligence', and (c) some aspects of Irish human resource/labour legislation and compliance issues.

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**Level 3 Module Descriptions**

Students take the following modules at Level 3:

**Module 3.1 – Local Government Functioning (8 credits) SPOL 3801**

This module builds on the understanding of local government gained in Years 1 and 2 of the Degree programme, and seeks to deepen and extend this by reviewing current concerns and debates within the local government sector. Areas of special interest regarding housing and community development are examined such as: land zoning and planning; housing needs assessment, housing provision and management; provision of infra-structural services.

**Module 3.2 – Housing Finance (8 credits) SPOL 3802**

This module explores the role and importance of financial and risk management for housing organisations. It examines the main sources of finance and the implications arising at national, agency and individual levels. It equips the student with the information and skills to prepare, cost and analyse a housing project proposal. Housing subsidies as they affect the individual consumer (and housing markets) are also analysed.

**Module 3.3 – Planning and Land Use/Valuation (10 credits) SPOL 3803**

This module is designed to give students a good knowledge of key areas of Irish planning legislation, procedures and processes as applied to project development/proposals. Issues covered include: sustainability, environmental protection and sustainable planning/development. Environmental agencies, legislation, monitoring and controls are also reviewed as is the preparation and contracting out of Environmental Impact Assessments/Statements.

**Module 3.4 – Housing Management (8 credits) SPOL 3804**

This module presents an overview of the different housing tenures, providers and housing management systems operating in Ireland and some other EU countries. Core elements of housing management practice are examined as they relate to the built and social

environment, the organisational context and inter-agency framework within which housing is planned, delivered and managed.

**Module 3.5 – Legal Issues (8 credits) SPOL 3805**

This module is intended to familiarise students with the basic framework of Irish law in the areas which have particular relevance for the Irish housing professional and community activist. These include aspects of family law; equality legislation and health and safety compliance

**Module 3.6 – Community Development (10 credits) SPOL 3806**

This module introduces the student to 'community development' theory and the fundamental principles on which community development is based. This module will examine core theories around democracy, development and community.

**Module 3.7 – Integrating Local Development and Development Education (8 credits) SPOL 3807**

This module follows on from that of SPOL 3806 *Community Development*. Students are encouraged to review the links between their personal and professional daily decisions and the impact these have at local, regional, and international levels. The module examines the overlap/differences of community education, community development and development education principles. It explores their relevance and influence in the local government and housing management sectors.

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## Level 4 Module Descriptions

Students take the following modules at Level 4:

**Module 4.1 – Design and Construction (18 credits) SPOL 4801**

This module seeks to provide a broad understanding of the issues and details to be considered in approaching the design of housing and communities. It seeks to equip the student as a prospective/current housing professional with the principles of construction, an overview of quality, and some tools as to how to make informed decisions in relation to client requirements and specifications.

**Module 4.2 – Research Theory and Methods (8 credits) SPOL 4802**

The aim of this module is to provide students with sufficient knowledge of research theory and methodology for them to be able to understand and critically evaluate research reports. Skills in drawing up research proposals and in commissioning research studies are also examined and developed.

**Module 4.3 – Strategic Housing Management (18 credits) SPOL 4803**

This unit seeks to familiarise the student with the legal and financial context within which the not-for-profit and local authority sectors operate. It examines housing development cost ceilings, design specification and tender contracts and the stage payment process. Other aspects of housing management practice examined include: asset programming, cost and use, product sourcing, green design/sustainability and social gain factors.

**Module 4.4 – Globalisation****Impacts and Sustainability****(8 credits) SPOL 4804**

This module seeks to familiarize the student with the determinants of global trade and financial flows; Third World debt and the role of international financial institutions, humanitarian aid and the prerequisites for sustainable development. Students are also introduced through case studies to project analysis and impact reviews with particular reference to poverty, gender and environmental impact.

**Module 4.5 – Influencing Public Policy****(8 credits) SPOL 4805**

This module is designed to equip the student both with the academic knowledge of policy-formulation and also the skills and strategies to influence this process. A range of case studies is reviewed to provide practical examples of policy campaigns, both successful and unsuccessful. Students are invited to present and critique their own agencies' current policy issues/campaigns.

**Notes**

- Programme content may vary slightly from year to year.
- The provision of a module/programme in any particular year is subject to the availability of staff and the discretion of the course providers. Courses additional to those listed may be provided in a particular year.
- All required written work must be submitted in order to fulfil the requirements of the course. Marks may be deducted for late work.
- Attendance will be taken into account in assessing the year's written work.

## **Postgraduate Courses**

### **Postgraduate Degrees**

#### **Degree of Master of Social Science:**

Sociology (by examination)  
Sociology of Health and Illness  
Social Policy  
Social Policy (International)  
Social Work

#### **Degree of MA in Mediation and Conflict Resolution**

#### **Degree of Master of Literature (Sociology)**

#### **Degree of Doctor of Philosophy**

### **Postgraduate Diplomas**

#### **Higher Diploma in Applied Social Studies**

#### **Higher Diploma in Social Policy**

#### **Higher Diploma in Sociology and Social Research**

**Note:** for information on Interdisciplinary Postgraduate Degrees and Diplomas, see separate booklet.

## Degree of Master of Social Science

### General Regulations

THE subjects for the Master of Social Science Degree are Sociology, Social Policy, Social Policy (International), and Social Work. The course for the Degree of Master of Social Science is an Honours course. This Degree may be obtained either by thesis or by examination. Candidates are not permitted to proceed to the MSocSc Degree while engaged upon any other course, except by permission of the Faculty.

### MSocSc Degree by Thesis/MLitt Degree in Sociology by Thesis

Only candidates who have gained the award of BSocSc, or equivalent Degree in Social Science, with the award of First Class Honours or Second Class Honours, Grade I will normally be permitted to enter for the Degree by thesis. Other graduates may be admitted if in the BSocSc Examination (taken as a qualifying test) they obtain Second Class Honours, Grade I in all the papers of the subject in which they wish to proceed to the MSocSc/MLitt (Sociology) Degree. Such graduates must have the permission of the Faculty to enter for this qualifying test, and it cannot be taken until at least three terms after the primary Degree.

All candidates must be recommended by the Head of the Department and accepted by the Faculty. Candidates for the MSocSc Degree by thesis or the MLitt (Sociology) Degree by thesis must work in the University under the supervision of the Head of the Department for at least six terms and attend such general courses as the Head of the Department may decide. The subject of the thesis must be approved by the Head of the Department.

Candidates for the MSocSc Degree by thesis or the MLitt (Sociology) Degree by thesis may be required to sit for an examination on the subject matter of the thesis if the examiners so decide. For the MSocSc Degree by thesis the awards will be First or Second Class Honours or Pass. In the MLitt (Sociology) Degree by thesis the Degree is awarded or withheld. In the case of exceptionally good performance, the Degree may be awarded 'with distinction'.

Candidates who have taken their primary Social Science Degree in another University may be permitted to enter for the MSocSc/MLitt (Sociology) Degree by thesis if suitably qualified.

Prospective applicants for MLitt (Sociology) Degree should note that application forms and the information booklet "Postgraduate Handbook for the Department of Sociology" are available from:

The Postgraduate Administrator  
Department of Sociology  
University College Dublin  
Belfield, Dublin 4, Ireland  
Tel +353 1 716 8510 Fax + 353 1 716 1125  
Email: sociology@ucd.ie

## **MSocSc Degree by Examination**

THE MSocSc Degree by examination is normally awarded on the results of course work, written examinations and a minor thesis.

### **Admission Requirements**

Candidates may apply to register for the MSocSc Degree by examination if they have obtained one of the following:

- A BSocSc Degree with at least Second Class Honours, Grade II in the subject of the MSocSc and at least Second Class Honours, Grade II in the second subject;
- A BSocSc Degree with at least Second Class Honours, Grade I in the subject of the MSocSc;
- Second Class Honours, Grade I (or equivalent standard) in a relevant Postgraduate Diploma;
- Second Class Honours, Grade I in the relevant MSocSc Qualifying Examination.

Applicants who have taken their primary Social Science Degree in another University may be permitted to enter for the MSocSc by examination if equivalently qualified.

Applicants must be recommended by the appropriate Professor or Head of Department and approved by the Faculty.

The Degree in Social Work is an undifferentiated Honours Degree. In the subject Sociology the standards are as follows: Pass – 40%, Third Class Honours – 45%, Second Class Honours, Grade II – 50%, Second Class Honours, Grade I – 60%, First Class Honours – 70%. In the subject Social Policy the standards are: Pass – 40%, Second Class Honours – 60%, First Class Honours – 70%.

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## **Special Regulations for MSocSc Degree by Examination in Sociology**

**HSMXF0003  
HSMXP0003**

This is a taught programme which can be pursued full-time over one year or part-time over two years. In order to be considered for a place it is necessary to have a Bachelor's Degree with no lower than Second Class Honours, Grade II in Sociology. In the case of two-subject Bachelors Degrees, it is normally required also to have attained at least Second Class Honours, Grade II in the other subject. Candidates with a higher grade are given preference.

The assessment of the Master's Degree is by coursework (70%) and minor dissertation (30%). The coursework extends over two semesters, from September to April. The earliest date for submission for dissertations is mid-August.

## Programme Syllabus

### Core (Compulsory) Courses

- Doing Sociological Theory
- Doing Sociological Research

#### **At least one of the following:**

- Workshops in Survey Research Methodology and Quantitative Data Analysis
- Advanced Workshops in Quantitative Research Methods
- Workshops in Qualitative Research Methods
- Advanced Workshops in Qualitative Analysis and Evaluation

### Optional Courses

Students take four optional courses, selected from the following broad areas of specialisation:

#### ***The Sociology of Economic Development and Public Policy***

- Economic Globalisation and Social Change in the Twentieth Century
- The Sociology of Development: the Social and Ecological Context of Unequal Development
- The Sociological Analysis of Health Policy
- The Sociological Analysis of Education Policy
- Societal Institutions, Political Processes and Policy Choices in the European Union
- Organisational Analysis
- Law and Social Control

#### ***Media and Cultural Studies***

- Cultural Theory and Analysis
- Language, Power and Equality
- Media and Culture
- Racism, Ethnicity and Society
- Violence and Civilisation

#### ***The Sociology of Health and Illness***

- Sociological Analysis of Health Policy
- Theoretical and Applied Issues in Health and Illness
- Pathology and Difference
- Sociology of Health and Health Care

#### ***Social Research Methodology***

- Workshops in Survey Research Methodology and Quantitative Data Analysis
- Advanced Workshops in Quantitative Analysis
- Workshops in Qualitative Research
- Advanced Workshops in Qualitative Analysis and Evaluation

Students may specialise in one area or take courses from the different areas. The range of courses offered in the Department may vary from year to year.

### **Dissertation**

Candidates are required to complete a dissertation of approximately 20,000 words on a topic of their choice.

Application must be made by 1<sup>st</sup> June in the year in which it is proposed to begin study.

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## **MSocSc Degree by Examination in the Sociology of Health and Illness**

**HSMXF0001**  
**HSMXP0001**

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### **Course Description:**

The aim of this one-year course is to give students a strong sociological foundation in theoretical and applied health studies. Particular attention will be given to a sociological analysis of patterns of health and illness in Ireland, and of the planning, organisation and delivery of the Irish Health Services. Students are required to take advanced courses in social research and to complete a minor thesis on a health-related topic.

### **Admission Requirements:**

Applicants should have a primary Degree in Sociology with the normal entry requirements or the equivalent. Graduates in other disciplines may study for the Higher Diploma in Sociology and Social Research, a one-year course which – upon completion to a satisfactory level – qualifies the student for admission to the MSocSc course, thus forming a two-year course of study.

### **Organisation of Studies and Examination**

#### **Core (compulsory) courses**

- Doing Sociological Research
- Doing Sociological Theory

#### **Two research courses chosen from the following:**

- (a) Survey Research Methodology
- (b) Qualitative Research Methodology
- (c) Advanced Workshops in Quantitative Research Methods
- (d) Advanced Workshops in Qualitative Analysis and Evaluation

#### **Also Required: Two of the Following Courses:**

- Sociological Analysis of Health Policy
- Theoretical and Applied Issues in Health and Illness
- Pathology and Difference
- Sociology of Health and Health Care

**One Optional Course chosen from the following:**

- Sociology of Development
- Societal Institutions, Political Processes and Policy Choices in the European Union
- Organisational Analysis
- Cultural Theory and Analysis

**Or**

- One of the Health and Illness courses listed above not already taken

The MSocSc in the Sociology of Health and Illness by examination and minor dissertation may be taken as a full-time course in one year, or on a part-time basis over two years. Students take seven courses and complete a minor dissertation. The Degree is an Honours Degree classified as follows: First Class Honours – 70%, Second Class Honours, Grade I – 60%, Second Class Honours, Grade II – 50 %, Third Class Honours – 45%, Pass – 40%.

**Application Procedure:**

Applications must be received before 1<sup>st</sup> June in the year in which it is proposed to begin study. Application forms and information booklet "Postgraduate Studies at the Department of Sociology" are available from:

The Postgraduate Administrator  
Department of Sociology  
University College Dublin  
Belfield, Dublin 4, Ireland  
Tel +353 1 716 8510 Fax + 353 1 716 1125  
Email: sociology@ucd.ie

**Note:** The courses offered and the programme of study may vary in any one year. The course outlines presented above are intended as examples of the range of themes which may be discussed and analysed within each course.

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## **Special Regulations for MSocSc Degree by Examination in Social Policy**

**HSMXF0004**

The Department of Social Policy and Social Work offers a one year full-time programme of study for the MSocSc (Social Policy) Degree by examination.

A range of courses is provided including:

- Social Policy Analysis
- Research Methods
- Data Analysis
- Social Services and New Technologies
- Critical Social Policy
- European Social Policy
- European Family Policy
- The Policy-Making Process
- Social Security

- Employment
- Education
- Health
- Housing
- Personal Social Services

Programme content may vary slightly from year to year.

Students must take all of the courses listed and are examined in seven of these courses. Students are also required to complete a minor dissertation (approx. 15,000 words). All written work must be submitted in order to fulfil the requirements of the course.

The standard for entry is at least a Second Class Honours, Grade II in Social Policy, and the equivalent of an overall Second Class Honours, Grade II in the applicant's primary Degree. Candidates who have not previously studied Social Policy in-depth will be required to take the Higher Diploma in Social Policy course and pass at good Honours level before being allowed to apply for the MSocSc (Social Policy) programme.

The closing date for applications is 1<sup>st</sup> June of the year in which it is proposed to commence study.

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## **Special Regulations for MSocSc Degree by Examination in Social Policy: International**

**HSMXF0005**

The Department of Social Policy and Social Work offers a one-year full-time programme of study for the MSocSc (Social Policy: International) by examination. A period of study abroad in an approved foreign university during the academic year is an integral part of the Degree programme. Places are limited and the provision of the Degree in any year is dependent on available resources. Entry requirements are the same as for the MSocSc (Social Policy) by examination.

This Degree will not be offered in the 2004-05 academic year.

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## **Special Regulations for MSocSc Degree by Examination in Social Work (Mode A)**

**HSMXF0006**

The MSocSc (Social Work) Degree by examination is a two-year course which offers a generic professional training in social work. Candidates must have the permission of the Faculty to enter for the MSocSc (Social Work) Degree by examination. The standard for entry is at least a Second Class Honours, Grade II in Social Policy and the equivalent of an overall Second Class Honours, Grade II in the applicant's primary Degree. Alternatively, applicants must hold a primary Degree together with a Second Class Honours in a postgraduate Higher Diploma in Social Policy. Other graduates who are registered Higher Diploma in Applied Social Studies students and have attained at least

60% in the First Year Diploma examination may apply to the Department to be considered for admission to the Second Year of the MSocSc (Social Work) Degree.

This is an Honours Degree. Students who attain 70% may be awarded a Distinction. This course consists of theory, practical work and a dissertation. The course is full-time and full attendance is required.

Students who do not complete the requirements of the Master's programme satisfactorily, or who fail to do so within the time limits set by the Faculty, may be awarded the Higher Diploma in Applied Social Studies.

Students who fail to attain an overall 60% in the First Year examination but who pass all papers may be permitted to transfer registration to the Second Year of the Higher Diploma in Applied Social Studies, subject to the approval of the Faculty. All written work must be submitted in order to fulfil the requirements of the course.

Completed application forms must be returned to the Department of Social Policy and Social Work by 14<sup>th</sup> January for the following academic session.

## **Courses of Study**

### ***1. Social Work Theory and Practice***

These courses provide the student with a variety of approaches to social work practice. They include work with individuals, families and groups and social work in a community context. They also include workshops which focus on the acquisition of transferable social work skills and the integration of social work classroom learning with practice. The theory and knowledge from other disciplines is integrated in these courses throughout the year.

### ***2. Counselling Social Work Skills***

In the First Year of the programme students become familiar with basic interviewing, assessment and therapeutic skills and develop competencies in the practice of these skills. Through experiential teaching techniques, role-play and student-prepared video interviews students are helped to acquire the abilities to evaluate and critique their practice and to plan, deliver and evaluate interventions based on case study material. In the Second Year of the course students are offered a series of experiences around practice methods from basic interviewing skills through to counselling/therapy techniques. Students are given a further forum for the integration of theory and practice in a laboratory type setting where they can develop the ability to focus on the process of interviewing, intervention and relationship between clients and social worker.

### ***3. Human Behaviour***

The approach of this course is basically an applied one, the aim being to integrate a knowledge of human growth and behaviour with social work theory. The importance of the family and the development of interpersonal relationships is emphasised. The range of behaviour from what is considered normal to abnormal is examined as is the sociocultural context in which behaviour occurs.

### ***4. Group Work***

The course is designed to provide students with a knowledge of the theory and practice of working with groups. Roles, communication patterns, leadership and group dynamics are reviewed. The use of groups in social work is considered and a range of models

examined in terms of their approach and application. Some common problems which can arise in practice are discussed. The life span of a group is followed from its inception and implementation to its conclusion.

### ***5. Child and Family Welfare***

In this course module the family is examined in the context of social theory and family research with particular reference to the family in Ireland. Interventions appropriate to different family crises and situations form an integral part of this course, with special emphasis on innovative work with families. It is in this context that the needs of children are examined. Students are encouraged to apply their knowledge of social work theory and practice to the area of direct and indirect work with children. Attention is focused on the social work task in relation to children who have been abused or who are at risk of abuse, those separated from their families and the provision of substitute care.

### ***6. Social Work and the Law***

This course introduces students to Irish Family Law with emphasis on the everyday legal issues that confront social workers.

### ***7. Community Social Work***

The purpose of this course is to discuss, at an advanced level, community forms of social service provision and development. The concept of community is explored in the context of policy initiatives in community development, community work, community care and community organisation. The role of social work in Ireland in the development of community support services is examined.

### ***8. Youth and Justice***

The purpose of this course module is to acquaint students with the structure and the process of the legal system in Ireland. The course introduces students to the theory and concepts relevant to social work practice within the justice system and to the role of social work within the justice system e.g. probation and welfare service, prison welfare. Students explore the concept of human rights and welfare rights and the legislation relating to mental health and the role of social workers within mental health practice. Students' knowledge of anti-discriminatory practice is also developed, in particular social work with refugees, asylum seekers, ethnic minorities and travellers.

### ***9. Social Work in Health Care***

This course module introduces students to concepts relevant to social work practice in health care settings and allows them to consider the concepts of health, illness and disability in a broad perspective. It encourages students to explore their own attitudes to issues such as disability, ageing, illness and death, and prepares them to work effectively and cooperatively in multi-disciplinary settings. The course explores ethical issues pertinent to social work practice in health care and increases students' practice skills in working effectively with clients in health care settings.

### ***10. Social Work Research***

The objectives of this course are to introduce students to the usefulness and application of research in a social work setting, to provide them with an introduction to the basic concepts of research methods, to give them some knowledge of basic statistics necessary

for research in the social sciences and to familiarise them with the use of computers and give them an opportunity of working with computer technology.

### **11. Other Courses**

Other courses are studied by students such as addiction, policy-making in social work, management and social work and preparation for fieldwork practice. Current new developments in social work practice and research are incorporated into the curriculum.

Candidates must satisfy the examiners in each of the subjects outlined in the syllabus and must attain a satisfactory standard in practical work.

### **Practical Placements**

Supervised practical work constitutes 50% of the programme.

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## **Special Regulations for MSocSc Degree by Examination in Social Work (Mode B)**

**HSMXF0002**

The MSocSc Degree by examination in Social Work (Mode B) is a one-year course available for applicants holding a BSocSc Degree or equivalent with at least Second Class Honours, Grade II and a National Qualification in Social Work (NQSWS) or equivalent professional social work qualification.

Students take the following courses and complete a minor dissertation:

- Social Work Research
- Social Work Theory
- Social Policy Analysis

This is an undifferentiated Honours Degree. Aggregate marks in the examination must reach 50%. The dissertation must reach 50%. Students who attain an aggregate of 70% may be awarded a distinction.

This course comprises one day per week.

Completed application forms must be returned to the Department of Social Policy and Social Work by 1<sup>st</sup> June for the following academic session.

*General Note:* All required written work must be submitted in order to fulfil the requirements of the course.

### **Closing Dates for Applications**

Application forms should be sought from the Department responsible for the subject in which it is proposed to take the Master's Degree. Application should be made to the appropriate Department before the dates indicated below.

MSocSc (Sociology):	1 <sup>st</sup> June
MSocSc (Social Policy):	1 <sup>st</sup> June
MLitt (Social Work) by Major Thesis:	1 <sup>st</sup> June
MSocSc (Social Work) by Examination (Mode A):	14 <sup>th</sup> January
MSocSc (Social Work) by Examination (Mode B):	1 <sup>st</sup> June
MLitt (Sociology) by major thesis	31 <sup>st</sup> January

## **MA in Mediation and Conflict Resolution**

**HSMXF0025 – Mode A**

**HSMXF0026 – Mode B**

### **Course Description:**

The Masters Degree in Mediation and Conflict Resolution at University College Dublin provides a challenging learning experience in mediation for those who wish to become professional mediators. Students can elect to specialise in either Family Mediation or Organisational and Workplace Mediation. The Family Mediation component is delivered in collaboration with the Family Mediation Service and is offered for those who wish to work with families in conflict, in particular with couples who are separating and wish to create their own agreement. The Organisational and Workplace component offers professional mediation training for those who work with interpersonal workplace conflict, such as bullying and harassment and difficulties between colleagues in organisations. This component is provided in collaboration with professional agencies in the community.

Mediation is a new and rapidly growing profession internationally and in Ireland. Introductory training in this field has been provided in University College Dublin through the Diploma in Mediation for six years. The Masters programme which consists of the integration of theory and practice offers an opportunity for full professional training in mediation and conflict resolution in selected specialised fields of mediation practice.

There are 2 Modes in the Degree, Mode A and Mode B. Mode A consists of 4 core modules, an elective in a particular area of mediation practice and the completion of a research project. Mode B consists of 4 core modules, a course in research methodologies and the completion of a minor research thesis. Students in Mode B are required to already have a full professional qualification in mediation as recognised by the Mediators Institute Ireland.

### **Admission Requirements**

Honours Degree and Diploma in Mediation or equivalent. Students who do not meet these requirements but who have completed the Diploma in Mediation or its equivalent and who submit a portfolio of relevant experience may be admitted on the recommendation of the Board of Studies and the approval of the Faculty of Human Sciences.

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**Organisation of Studies and Examination**

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**Core Courses**

- i) *Negotiation Theory and Conflict Theory* – the theories and practices underlying negotiation and the constructive resolution of conflict.
- ii) *Values and the Self in Mediation* – values implicit in theoretical frameworks and practices in mediation, values in action, managing ethical dilemma.
- iii) *Reflective Practice and Systemic Practice* – the development of artistry in practice, mapping a constellation of theories and formulating a practice style.
- iv) *Power and Culture in Mediation* – intercultural exploration and peace building.

**HSMXF0025 Mode A**

Additional requirements for Mode A students.

Mode A students choose either Elective 1 or Elective 2 courses.

**Elective 1: Family Mediation Courses\***

- i) *Family Mediation* – the mediation process as developed in family mediation, the family mediator's tasks, screening, managing budgetary information, mediation and domestic violence, administering cases, communication theory and skills, conflict resolution skills, couple relationships and dynamics, crises and conflicts, child development, the impact of separation on all members of the family, reordered families and stepfamilies.
- ii) *Mediation, the Law and Social Welfare* – family law, pensions, social welfare benefits and assistance relating to the family and separating couples.
- iii) *Professional Ethics* – the mediator's attitudes and the value base of Family Mediation.

**Elective 2: Organisational and Workplace Mediation Courses\***

- i) *Organisational and Workplace Mediation* – managing power differentials in the workplace, revenge and forgiveness, managing apology, dispute systems design, writing agreements, creating tailored ground-rules and mediation processes for specific requirements, the anatomy of mediation, communication theory and skills, conflict resolution skills, change, change management and the impact on employees, the dynamics of bullying and harassment, the variety of organisational and work cultures and systems.
- ii) *Organisational and Workplace Mediation and the Law*- the framework of company law and employment law as this relates to Organisational and Workplace Mediation, grievance procedures and investigations.
- iii) *Professional Ethics* – the mediator's attitudes and the value base of Organisational and Workplace Mediation.

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\* Common to Electives 1 and 2 is a requirement for practice under supervision with written case studies for assessment and the completion of a learning journal. The students' practice is continuously assessed by their supervisor.

### **HSMXF0026 Mode B**

Additional requirements for Mode B students

#### **Research and Mediation Course**

- i) Research Methods – research design, data collection and analysis, case studies.
- ii) Research Dissertation.

#### **Examination Regulations**

Masters in Mediation and Conflict Resolution (Mode A) offers seven courses with 100 marks accredited for each course and a project of 3,000 words carrying 300 marks, giving total of 1,000 marks.

Masters in Mediation and Conflict Resolution (Mode B) offers five courses with 100 marks accredited for each and a minor thesis of 15,000 words carrying 500 marks, giving total of 1,000 marks.

#### **Application procedure**

- Application form and supporting documentation as specified in the application form.
- Closing date for receipt of applications 30<sup>th</sup> April each year.
- Selection will include an interview.
- Information available from Centre for Continuing Professional Education.
- Tel: +353-1-716 8712, email: [cpe@ucd.ie](mailto:cpe@ucd.ie)

## **Degree of Doctor of Philosophy (PhD) General Regulations**

Candidates for this Degree are required to be admitted by the Faculty on the recommendation of the Professor/Head of Department; their admission must then be confirmed by the Academic Council. Candidates who have not graduated in this University may be admitted if suitably qualified.

Applicants are normally expected to have a Master's Degree. In exceptional circumstances applicants may be considered if s/he has reached a high Honours standard at the examination for the primary Degree or presented such other evidence as will satisfy the Professor/Head of Department and the Faculty of his/her fitness.

The requirements for the Degree will normally be completed within nine terms but in special cases candidates may be permitted to take the Degree after six terms. Candidates for PhD Degrees will be allowed six years from the date of registration in which to complete their Degree. If they have not done so within that period they must re-apply for registration.

Candidates may also be permitted to register for the PhD Degree on a part-time basis. In such cases the requirements for the Degree will normally be completed within fifteen terms, but in special cases candidates may be permitted to take the Degree after twelve terms. Candidates for the PhD Degree on a part-time basis will be allowed eight years from the date of registration in which to complete their Degree. If they have not done so within this period they must re-apply for registration.

The thesis must normally be prepared under the supervision of the Professor/Head of Department, but the Faculty may, on the recommendation of the Professor/Head of Department, assign another member of the staff to supervise the candidate's research, under the Professor's/Head of Department's general direction. The thesis must be prepared in the University, unless permission is given to the candidate to work elsewhere under the Professor's/Head of Department's general direction. Such permission will only be given to candidates who have attended courses in the University for twelve terms before admission to the course for the PhD Degree.

Candidates may enter for examination in January of the year in which their work is to be examined; the time of the examination to be arranged as may be convenient to the candidate and the examiners. If the thesis is not presented before the 1<sup>st</sup> February following, the candidate must re-enter.

Candidates are required to take an oral examination on the subject matter of their thesis. This Degree will not be awarded unless the examiners report that the work is worthy of publication as a whole or in part.

*Candidates may be required to undertake specified courses.*

Candidates who are suitably qualified in specific specialisations, e.g. Families and Systemic Therapies, may attend courses and receive clinical supervision.

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## **Doctor of Philosophy (PhD) in the Department of Social Policy and Social Work**

The Department of Social Policy and Social Work offers a Doctor of Philosophy in the following three areas: Social Work; Social Policy; Families and Systemic Therapies. These programmes can be undertaken on a full-time or part-time basis. Application forms are available from Catherine Baulch, Postgraduate Office, Department of Social Policy and Social Work.

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## **Doctor of Philosophy (PhD) in the Department of Sociology**

Applicants for a PhD Degree in Sociology will normally be expected to have completed a Masters Degree in Sociology to a high standard, although First Class Honours in a Bachelor's Degree may also be accepted as adequate qualification. All those considering applying to the Department are strongly encouraged to contact Dr Aogán Mulcahy, the co-ordinator of the PhD programme, in the first instance for an informal discussion about the proposed project. Tel: (01) 716-8561; e-mail: aogan.mulcahy@ucd.ie

Applications must include the following (see also the Departmental website: [www.ucd.ie/sociolog/](http://www.ucd.ie/sociolog/)):

- i A detailed research proposal outlining the nature and sociological significance of the project, including an appropriate methodology. This proposal must follow the guidelines for PhD Proposals (also available on the Departmental website):
  - 1 Title and short description of proposed project (50 words approximately).
  - 2 Extended description of project, including a clear statement of the specific sociological issues or questions which it will address (1,000-2,000 words).

- 3 Location of the proposed project within the current theoretical/research literature in the area, including the general sociological theory and concepts that shape the study (1,000-2,000 words).
  - 4 Relative significance of the contribution that the proposed project will make to the area (500-1,000 words).
  - 5 Methodology for proposed project (500-1,000 words).
  - 6 A draft chapter outline of the thesis (500 words).
  - 7 A preliminary three-year timetable and schedule for the project, including progression from year to year (500 words).
  - 8 A bibliography of relevant work in the area (typically a minimum of twenty academic works).
- ii Transcript from your University showing your Degree results (required for non-UCD graduates only.)
  - iii Two academic references.
  - iv A recent sample of your academic writing, such as a publication, chapter of your dissertation, postgraduate essay, etc.

As well as academic qualifications, factors relating to the topic such as its feasibility and the availability of appropriate supervision will be considered in arriving at a decision on the application.

Applications are subject to approval by the Faculty of Human Sciences.

Students may register for a PhD Degree on a full-time or part-time basis. Full-time PhD students register for a minimum of three years, and part-time PhD students register for a minimum of five years. Candidates are allowed six years in which to complete the Degree from the date of acceptance.

Following admission to the programme, students are expected to adhere to the model of progression outlined in the *Framework for Fulltime PhD Programme*. This document outlines the Department's overall policy and procedures for the PhD programme (available at [www.ucd.ie/sociolog/](http://www.ucd.ie/sociolog/)), and students should consult it for further details.

### **Closing Date for Applications**

The closing date for applications to the PhD programme is 31<sup>st</sup> January for the year in which entry to the programme is being sought.

## **PhD Facilities at the Institute for the Study of Social Change**

Full-time PhD students of Social Science are eligible to apply for 'state of the art' workspace facilities at the Institute for the Study of Social Change. ISSC also provides coursework for a variety of PhD programmes in the Social Sciences, which students are expected to attend. Contact your Department Administrator for further information.

## Higher Diploma in Applied Social Studies (HDipASS)

HSHDF0004

The Diploma course in Applied Social Studies offers a generic professional training in social work at postgraduate level for those students not taking the MSocSc (Social Work) Degree by examination. This is a two-year course, admission to which is open to a limited number of students holding a university Degree or postgraduate Diploma in Social Policy or equivalent.

This course consists of theory and practical work as described in the syllabus for the MSocSc (Social Work).

Students must pass all examination papers in the First Year of the Higher Diploma in Applied Social Studies before being admitted to the Second Year. Students who reach an average of 60% on each paper at the end of the First Year of the Higher Diploma in Applied Social Studies may be permitted to transfer to the MSocSc (Social Work) Year Two.

All required written work must be submitted in order to fulfil the requirements of the course.

Completed application forms must be returned to the Department of Social Policy and Social Work by 14<sup>th</sup> January for the following academic session.

## Higher Diploma in Social Policy (HDipSP)

HSHDF0006

### Course Description

This Higher Diploma is a transition course providing a foundation in Social Policy for graduates. It is a full-time, one-year course. The course is designed to enable people to have the opportunity to pursue further training in Social Work or Social Policy. It is not of itself a professional qualification, but is intended to provide the opportunity for access to further training and careers in Social Work and Social Policy.

### Application Procedure

Application forms and further information are available from the Department of Social Policy and Social Work, University College Dublin, Belfield, Dublin 4. Applications must be completed and returned before 1<sup>st</sup> May in the year of entry.

### "Why Study Social Policy?"

Because it provides for:

- The opportunity to debate and address welfare issues and problems of immediate relevance and importance to contemporary society.
- The development of conceptual, explanatory and evaluation skills acquired through studying a rigorous academic discipline.

- A widely recognised qualification leading to a range of careers.
- The opportunity to build on your studies through subsequent post-graduate or professional training.

### **Courses of Study**

The Higher Diploma in Social Policy provides a selection of courses from the BSocSc undergraduate programme at First, Second and Third Year level, which students cover in a single year. Students also attend regular seminars organised specifically for the Higher Diploma.

There are a number of core courses which all Higher Diploma students must take. Students also follow one of two options, the Social Work Option or the Social Policy Option.

Subject to timetable constraints, students may also attend other courses from the undergraduate programme, but will not be examined in these.

Students who wish to apply for the Master of Social Science (Social Work) course, which includes a professional social work qualification, must take the Social Work Option.

### **Core Courses**

Irish Social Policy  
Social Need and Social Services  
Women and Social Policy  
Family Policy  
Comparative Social Policy  
Social Policy Seminar  
Economics  
Politics (optional)

#### **Option 1 – Social Work Option**

Social Work Theory  
Social Work in Practice  
Social Work Seminar

#### **Option 2 – Social Policy Option**

Evaluation Research  
Social Policy Analysis  
Ideology and Social Policy  
European Family Policy  
Community Development  
Work, Men and Family

The selection of core courses and optional courses may be subject to variation. All written work must be submitted in order to fulfil the requirements of the course.

### **Additional Optional Courses**

Subject to timetable constraints, Higher Diploma students may also take other options from the undergraduate programme such as Ethnicity, Racism and Social Policy, Social Gerontology, Psychology, Politics. The availability of additional options may vary from year to year. There will be no assessment for these courses.

**Examinations**

The examination for the Higher Diploma in Social Policy takes place in the Summer and may be awarded at First Class Honours, Second Class Honours or Pass level.

## Higher Diploma in Sociology and Social Research (HDipSSR)

**HSHDF0005**

**Course Description**

This Diploma is a transition course providing a foundation in Sociology and Social Research for graduates with suitable qualifications and experience. It is a full-time, one year course.

The programme will be based on the Bachelor of Social Science Honours Degree programme in Sociology and Social Research and candidates, therefore, should be deemed capable of working at this level.

**Application Procedure**

Application forms, obtainable from the Department of Sociology, University College Dublin, Belfield, Dublin 4, must be completed and returned before 1<sup>st</sup> June of the year of entry. Applicants may be required to attend for interview. The course will be held only if a sufficient number of suitably qualified candidates apply.

**Courses of Study**

Students will take two subjects: (i) Sociology (ii) Social Research

**(i) Sociology**

- (a) Emergence of Sociological Perspectives
- (b) Sociological Theory (three courses)
- (c) Social Stratification
- (d) Four optional courses chosen from the undergraduate Sociology programme

**(ii) Social Research**

- (e) Methodology
- (f) Methods of Social Research: Research Training Project
- (g) Statistics
- (h) Data Analysis

The programme which a student will be required to take will depend on the student's subjects in his/her previous studies and each student's special interest.

The provision of a course in any particular year is subject to the availability of staff and, in the case of an option, its selection by a sufficient number of students. Courses additional to those listed may be provided in a particular year.