

**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 2005/06**

**From September 2005 all first year courses are modularised.**  
**Further information is available at [www.ucd.ie/horizons](http://www.ucd.ie/horizons)**

## 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)**

**HSBDF001**

The College 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 2005-06, 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 *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.
- (b) 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 School(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 Schools 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 School of at least one of the Schools 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 College approval. Final decisions on all aspects of the programme rest with the Head of the UCD School(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 2005**

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 School, 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 Schools in which they are registered early in their Second Year. Application forms are available from those Schools that are involved in the programme. Completed application forms must be returned to Schools by 1<sup>st</sup> March.

## 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.

#### **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.

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

**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.

**Sociology of Childhood (5 credits) SOC 2020**

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.

**Sociology of Race, Ethnicity and Culture (5 credits) SOC 2022**

The first part of the course aims to introduce students to theories and policy oriented debates involving issues tied to migration and the increasing ethnic diversity of Irish and other western liberal democratic societies. This part of the course provides a socio-historical understanding of the concepts of race and migration before outlining the substantive flows of migration both to Europe and Ireland. Both labour migrants and asylum-seekers coming to Ireland will be discussed.

The second section of the course will look at how the contemporary influence of Hip-hop music culture has permeated all segments of society to the extent that Hip-hop or 'rap' music culture is not only the defining genre of today's youth culture but has become a means of articulating a worldwide experience. Hip-hop did not emerge in a historical vacuum even its lyrical contents are usually filled with social and political commentary that reflect the social and historical conditions inside of which it is situated. This course aims to examine the origins and historical conditions of possibility of Hip-hop music culture and the trajectory of its development up to recent times. The course will draw from sociology, history and cultural studies to explore the 'mongrel' conditions, issues and debates surrounding contemporary Hip Hop.

**Nation and Empire (5 credits) SOC 2023**

This course examines the concepts of Nation and Empire and their relations in History and Sociological Thinking. It aims to introduce students to the main contents, causes, and historical contexts of these two concepts, and to discuss issues of Nation and Nationalism,

Empire, Imperialism, and Colonialism from a socio-historical perspective. Drawing from theoretical and historical texts, the course focuses on the analysis of Nation and Empire as imagined communities. It will not just look at the ways in which the idea of Nation connects people seemingly beyond existing social inequalities and divisions in societies, but also analyse how different Nations develop a (superior) community-conscious, imperialistic ambitions, and politics of control, colonization, and oppression. In this context the course examines in how far the development of Nations as imagined communities is related to processes of social inclusion and exclusion, and the construction, inferiorization, and domination of 'Others'. Themes will include an introductory historical overview on Empires and Imperialist Orders; Ireland and the British Empire; Australia and the British Empire; the growth of the Modern Nation State in Europe; the invention of the white race, white supremacy and nationalism; key theories on Nation, Empire, Colonialism, and Imperialism.

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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 taken 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.

**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'.

**Body and Soul: Cultural Embodiment and Transcendence (5 credits) SOC 3049**

This 3rd Year module focuses on how what is said and done to the body is crucial to an understanding of culture and the way people know and understand themselves. Instead of the traditional focus on culture as shared values and beliefs, this module will concentrate on developing an understanding of culture and self in terms of spaces, discourses and practices. Emphasis will be given to what people do with and to their bodies as part of knowing, understanding, presenting themselves, developing their identity, and operating in everyday life. Particular attention will be paid to sexuality. The other focus of the course will be on the ways in which people have attempted to transcend the material reality of their conditions of existence, make contact with a supernatural reality and, often as part of the attempt to attain salvation, live an ethical life. In this part of the course, particular attention will be paid to religion. The course will revolve around a mixture of theory and empirical references, many of which will come from Ireland.

**Media and Society (5 credits) SOC 3051**

Media Discourses between Dream Factory, System Advertisement, and Power

This course aims to explore how the Mass media dominates mental life in Modern Societies, while influencing people's life, views, emotions, desires, and understanding of the world. It will discuss in how far media culture supports the production of a large extend of cultural, racial, and national imagery with which we are familiar today.

The course introduces students to key concepts of Media Studies, and examines cultural systems as products - and conditioning dimensions of action. Drawing upon empirical and historical examples from the 'dream factory' (possibly Hollywood movies), and/or other media genres, we will engage critically with media discourses, and discuss the ways in which media culture advertises the

existing system, while inducing people to conform to the established organisation and views of society. In this context, the course analyses social stereotypes carried and conveyed by the Media, and looks at cultural and media mechanisms that enable their expression. A major focus is the investigation of patterns of difference and discrimination (related to images of race, culture, nation, and gender) and their representations in the Mass Media. Topics covered will include: consumer culture and culture industry; media and politics; patterns of ownership, control and resistance; relation between culture- social structure - and action; intertextuality, content and discourse studies; ideological influences of the Media in promoting the societal system, and shaping images and stereotypes.

### **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 Schools, notably the School of Philosophy; the express permission of the Head of the School of Sociology and of the Head of the other relevant School 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.

**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****Comparative Social Policy I****(1 unit)****SPOL 3001**

This course seeks to analyse and evaluate social security policies and health policies in a number of European countries.

**Comparative Social Policy II****(1 unit)****SPOL 3002****Social Policy Analysis****(1 unit)****SPOL 3003**

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.

**Social Policy Seminars I****(1 unit)****SPOL 3004**

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.

**Social Policy Seminars II****(1 unit)****SPOL 3005****European Family Policy****(1 unit)****SPOL 3006**

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.

**Evaluation Research****(1 unit)****SPOL 3007**

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 School.*

**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 Schools/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.

**Resources for Studies in Children's Literature (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.

<b>Arts Courses</b>
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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 School 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 School of Geography, Planning and Environmental Policy 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 School 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 School of Geography, Planning and Environmental Policy 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 School 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 School 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 School 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 School. 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 School 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 School.

**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 2004-05:

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 2004-05 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 Friirian 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 College 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**

**(8 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 (8 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**

**(8 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 – Legal Issues**

**(8 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**

**(8 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 (12 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 (8 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.