School of Political Science & Sociology

College of Arts, Social Sciences and Celtic Studies

Visiting Students Handbook
Semester 2, 2023-24

https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/political-science-and-sociology/visiting-students/

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Welcome to the School of Political Science & Sociology!

As you can see from the accompanying notes and Timetables the School of Political Science & Sociology (popularly known as ***Soc & Pol***) offers a wide range of modules. Some are specifically about Ireland and others are international in theme, but all deal with issues that are regarded as important in today's world. Whatever your interests (or your discipline) we hope that at least one of them is for you and that you will join with us in this semester's programme. If you *do* decide to study with us the following points should be noted:

1. All the modules offered by the School are in the 1st, 2nd, and 3rd /Final Year programme range.
   Visiting students may take *any mixture* of modules from 1st, 2nd, and 3rd/Final year.

2. Please check our website for Programme Student Handbooks at http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/political-science-and-sociology/undergraduate-courses/political-science-sociology/

3. Once you are registered with the University and register for specific modules, you will have access to Canvas (online learning platform) where all relevant module information will be made available by lecturers. I strongly suggest to familiarise yourself and check Canvas and your University of Galway e-mail daily for any updates. These two types of communication with students will be the main and only way to reach students and keep them informed this semester.

4. **All lectures start as and from week commencing Monday January 8th 2024. The 3rd/Final year Specialist Electives start on and from January 15th 2024.**

5. **All** 1st, 2nd, and 3rd /Final year modules are worth **5 ECTS** each.

6. *You can register for as many or as few modules as you wish* - there is no compulsory number for Visiting Students within one subject. You ought to be guided in this regard by the requirements of your home institution.

7. **Registering with the School** itself is relatively straightforward. Go to the School website, find Visiting Students link, and download the Registration form. Once you complete it, please e-mail it to Vesna.Malesevic@universityofgalway.ie. You are strongly advised to attend the Visiting Students Orientation events and specifically talks given by different Schools. **SOC&POL talk will take place on Friday January 5th in person in Bailey Allen Hall, Áras na Mac Léinn at 10.30am.**

8. **Remember, you must first register with the University through the student registration portal in accordance with the University of Galway Registration instructions (http://www.nuigalway.ie/registration/).**

 If you experience issues with University registration, please check here:

9. If you experience difficulty with registration for modules that your home University requires and the module is already fully subscribed, you need to complete the School registration form (available on the School website and here at the back of this Handbook) and send it to Vesna Malesevic who will assist you in this matter.

10. Before making your choices remember that all modules have a limited number of places for ALL students. When making your choices please bear this in mind. Remember you can do *any combination of modules offered in all three years of the programme.*

11. **All Visiting Students taking SOC&POL modules are required to forward their completed registration forms by e-mail to International Students Coordinator Dr Vesna Malesevic at Vesna.Malesevic@universityofgalway.ie between Monday January 8th – Wednesday January 10th at 12 noon.**

12. Remember that all problems have a solution and that we are here to help you.

Semester 2 Dates:

Start of Teaching: Monday 8th January
End of Teaching: Thursday 28th March (12 weeks of teaching for all years including 1st yr.)
Easter Good Friday: 29th March to Easter Monday 1st April
Field Trips: Tuesday 2nd April to Friday 5th April
Study Week: Monday 8th April to Friday 12th April
Semester 2 Exams Start: Monday 15th April
Semester 2 Exams End: Wednesday 1st May (13 days of exams)
Autumn Repeat Exams: Tuesday 6th to Friday 16th August (9 days of exams)

Holidays Easter: Good Friday 29th March to Easter Monday 1st April 2024
Public Holidays: Monday, 5ht February / Monday, 18th March 2024 / Monday, 1st April / Monday 6th May 2024/ Monday 3rd June 2024 / Monday 5th August 2024

Exams & Assessment

In terms of how your modules in the School of Political Science & Sociology will be assessed, details will be released through module outlines and posted on Blackboard (online learning platform). If you have any queries, please contact the relevant lecturer.

1st YEAR PROGRAMME

SP1126: Introduction to Sociology (lecture module)
This lecture module introduces students to some of the key areas of sociological study, equipping them with knowledge and skills fundamental to understanding a wide range of present-day issues such as changing role of religion in society, structural inequalities, social management of crime and deviance, and environmental problems and solutions. The module is divided into four main themes linked by the concepts of conformity and identity: 'religion and conformity', 'socialisation, crime and deviance' 'social stratification and inequalities', and 'sustainability, society and the environment'.
Lecturers: Vesna Malesevic, Stacey Scriver, Diana Stypinska, Mike Hynes
Timetable:
Tue 11-12 Kirwan [A]
Tue 12-13 IT250 [B]
Wed 13-14 O'Flaherty [A]
Thurs 11-12 Kirwan [B]
Note: A and B GROUPS: Due to the very large numbers of students who study Sociological and Political Studies in First Arts, we duplicate our large group teaching, providing a parallel stream of lectures: Group A and Group B.
Please attend lectures in either Group A or Group B depending on your timetable.

2nd YEAR PROGRAMME

The *individual module outline provided by the lecturer on Blackboard* will provide up-to-date information concerning the teaching and learning method, and assessment methods to be used. 2nd year Handbook available on the School website provides full guidelines.

215.II Modern Political Thought [Gerry Fitzpatrick] Timetable: Wed 12-13 O hEocha Theatre AMB1021 Fri 12-13 O hEocha Theatre AMB1021
SP212 Classical Social Thought [Lisa Walsh with Niamh Reilly and Alex Stingl] Timetable: Wed 12-13 MRA201 Fri 12-13 IT250

SP215.II Modern Political Thought

<u>Lecturer:</u> Gerry Fitzpatrick

This module is an introduction to European modern political thought through some of its principal thinkers. It traces the development of thinking about power, politics and the State from the Renaissance to the beginning of the 20th Century. Its aim is to help you to understand the nature of the history of political thought and how it has shaped and is shaping the modern world. The major themes are political obligation - why and how should we obey the State; and the emergence of the sovereign integrated nation-state as the paradigm polity of political modernity. The main approaches to these questions that we will consider are Renaissance humanism, Social Contractarianism, Utilitarianism, Idealism, Republicanism and democratic Nationalism. The writers covered shall run from Thomas More (early 16th Century) to Max Weber and LT Hobhouse (early 20th Century). The idea throughout is to examine both the historical context and intentions of all the thinkers analysed - and to assess what they have to say to us about our current political predicaments.

Textbooks and General Reading

Six good general textbooks for this module are:

A Ryan, *On Politics, A History of political Thought* (2012) chs 9-21

I. Hampsher-Monk, *A History of Modern Political Thought* (1992)

A. Haworth, *Understanding the Political Philosophers* (2004) chs 5-8, 11

D Wootton, *Modern Political Thought, Readings from Machiavelli to Nietzsche* (2008)

J.S. McClelland, *A History of Western Political Thought* (1996) Parts IV to VI

J. Plamenatz, *Man and Society* Vols I and II of the revised (1992) edition

Other texts to be announced.

Prerequisites: None

Teaching and learning methods: Series of lectures. Students (with the exception of Visiting/Erasmus students) must take part in the semester 2 general seminars as described in this booklet.

Methods of assessment and examination: Two-hour written exam (70%). 30% of marks are awarded for a mid-term essay.

Languages of instruction: English

Core texts: Assigned readings/textbook chapters

Languages of instruction: English

SP212 Classical Social Thought

<u>Lecturer:</u> Dr Lisa Walsh with Prof Niamh Reilly and Alex Stingl

This module provides a broad introduction to classic ideas and debates in the development of sociology and social thought. The writings of Karl Marx (1818-1883), Émile Durkheim (1858-1917) and Max Weber (1864-1920) feature prominently. Each of these thinkers reflects a particular approach or tradition in the study of society. Their ideas have contributed substantially to our understanding of the evolution and the shape of modern societies, including how power operates and how resources are distributed within and across the different parts of society. This module also explores key contributions to social theory with regard to race and gen-

der by important precursors or contemporaries of Marx, Durkheim and Weber, including Harriet Martineau, Frederick Douglass, Jane Addams, Anna J. Cooper, W.E.B. Dubois, Charlotte Perkins Gilman and Ida Wells-Barnet.

Textbooks and General Reading:

Allan, K (2013) *Explorations in classical sociological theory: seeing the social world.* 3rd ed. Los Angeles, SAGE.

Craib, I (2011) *Classical social theory: an introduction to the thought of Marx, Weber, Durkheim and Simmel.* Reprint, Oxford: OUP (NUIG Library 301.01 CRA)

Lemert, C (ed.) (2017) *Social theory: the multicultural, global and classical readings,* 6th edn.

Lengermann, P.M. and Niebrugge, G. eds. (1998) *The women founders of sociology and social theory 1830-1930: a text reader*. Long Grove, ILL: Waveland Press Inc. ISBN-10:1-57766-509-0/ISBN-13:978-1-5766-509-0

Prerequisites: None

Methods of assessment and examination: Two-hour written exam (70%). 30% of marks are awarded for a mid-term essay.

Languages of instruction: English

3rd/Final Year Programme

Semester 2 lecture modules:

SP305 Comparative Public Policy [George Taylor]

Tues 15-16 Kirwan; Wed 16-17 O hEocha Theatre AMB1021

SP405 Contemporary Social Thought [Diana Stypinska]

Mon 11-12 O hEocha Theatre AMB1021; Thur 15-16 O hEocha Theatre AMB1021

SP3139 Comparative Government & Politics [Kevin Leyden with Niall Ó Dochartaigh, Niamh Reilly, Gerry Fitzpatrick]

Thur 16-17 MRA201; Fri 15-16 Fottrell AM1022

SP3137 Youth & Society [Bernadine Brady, John Canavan]

Thur 16-17 Anderson AC002; Fri 15-16 IT250

SP405: Contemporary Social Thought

Lecturer: Diana Stypinska

While there is much diversity in contemporary social theory, one of its central characteristics is the focus on power. *How is power enacted? How is it maintained? How can it be resisted?* – these are just a few questions that continue to animate the discussions in social and political sciences alike.

Thinking about power *systematically* entails engagement with a range of key themes, such as, 'social order', 'social knowledge', 'social divisions' and 'social change', to name just a few. Taking these as its starting points, this module will introduce you to a variety of diverse contemporary social thinkers, exploring the ways in which they approach, investigate, and conceptualise 'power' in their work.

Each week, we will focus on the contributions of one specific social thinker, identifying and critically evaluating the uses and limitations of his/her concepts and approach, through their application to ongoing social issues. In so doing, the module will not only introduce you to the key concepts and debates in contemporary social theory, but also equip you with a wide range of ideas that will help you to make sense of, and critically engage with, our social worlds.

Prerequisites: None.

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

Teaching and learning methods: Weekly in-person lectures.

Assessment: Mid-term essay 1500 words (50%) and end of semester exam (50%).

Language of instruction: English.

Core text: Assigned readings.

SP3139: Comparative Government and Politics

Lecturers: Kevin Leyden, Niall Ó Dochartaigh

This module aims to provide a comparative introduction to contemporary systems of government and the politics of states around the world. It begins by analysing the major traditions in comparative political science, comparing methodological approaches and identifying the central questions addressed in comparative research. It shall select examples of political institutions and governance from across the world in order to determine, for example, how universal certain domestic Irish political phenomenon are, what common causes they may share, and how different trajectories of political development are possible and why they occur. The module will give students a basic grasp of the comparative method, of its role in political science research, and of the usefulness of comparison in understanding our political environment. The module also intends to provide students with sufficient empirical knowledge to appreciate the diversity of political life, to situate the Irish Republic in a wider context - and to match generalised insights about the nature of political institutions and behaviour with sophisticated factual examples that illustrate variation and complexity.

Prerequisites: none

Min/max number of students: restrictions apply

Teaching and learning method: weekly in-person lectures.

Assessment: 30% for a midterm essay and 70% end of semester exam.
Core text: assigned readings

SP3137: Youth and Society
Lecturers**:** Bernadine Brady, John Canavan

This module provides learners with an opportunity to explore and critically analyse the position of childhood and youth from a sociological perspective. In the early part of the module, students will be introduced to theoretical perspectives on the phenomena of 'childhood' and 'youth', exploring how these concepts have varied across time and culture. Drawing on relevant theory and empirical research, learners will then engage in an in-depth analysis of a range of thematic issues within contemporary research on childhood and youth, including education, citizenship and political engagement, family life and relationships, culture, lifestyle and the digital world. On completion of this module, students will have knowledge and understanding of key theoretical perspectives on childhood and youth in society, be able to critically analyse the lives of children and youth in key areas of: education; citizenship and political engagement; family and peer relationships; culture, lifestyle and the digital world and understand how social factors influence the life experiences and life chances of young people in childhood, youth and early adulthood.
Prerequisites: None
Min/Max number of students: restrictions apply
Teaching and learning method: weekly in-person lectures.
Assessment: Mid-term assignment, end of semester exam.
Language of instruction: English
Core texts: Assigned readings

Specialist Elective Modules Semester 2

SP3101 'Community': Significance & Change Thursday 10-12 CA002	Brian McGrath **Contact**: brian.mcgrath@universityofgalway.ie
SP705.ii Revisiting Violence: Aggression & Abuse in Contemporary Irish Family and Institutional Life Wednesday 14-16 CA004	Declan Coogan **Contact**: declanp.coogan@universityofgalway.ie
SP3214 Biosociality and Bio-economy: The value(s) of Living Things Thursday 11-13 TBC	Alex Stingl **Contact**: Alex.Stingl@universityofgalway.ie
SP3198 Songs of Rebellion Monday 13-15 Venue CA101	Diana Stypinska **Contact**: diana.stypinska@universityofgalway.ie

SP701 Children & Young People in Families Today Wednesday 10-12 G018 (ILAS)	Carmel Devaney Contact: Carmel.Devaney@universityofgalway.ie
SP3144 Political Liberty Tuesday 11-13 CA115	Allyn Fives **Contact:** allyn.fives@universityofgalway.ie
SP3103 European Union: Polity, Political Economy, & International Role Thursday 11-13 CA003	Gerry Fitzpatrick **Contact**: Gerard.fitzpatrick@universityofgalway.ie
SP3150 Teaching Methods for the Politics and Society Classroom Wednesday 13-15 CA002	Lisa Walshe **Contact:** lisa.walshe@universityofgalway.ie
SP3134 Human Rights Advocacy Friday 10-12 MY306	Niamh Reilly **Contact**: Niamh.reilly@universityofgalway.ie
SP3192: Sociology of Religion Wednesday 10-12 CA001	Vesna Malesevic **Contact**: vesna.malesevic@universityofgalway.ie
SP3129: Sexualities, Genders and Diversities Monday 12-14 CA117	Stacey Scriver **Contact**: Stacey.scriver@universityofgalway.ie
SP721 Ocean & Marine Politics Tuesday 12-14 IT125	Brendan Flynn **Contact**: Brendan.flynn@universityofgalway.ie
SPL315.ii Smart & Liveable Cities & Suburbs Thurs 11-13 ENG2035	Kevin Leyden **Contact**: kevin.leyden@universityofgalway.ie
SP419: Marxist Theory Thursday 12-14 ENG-2003 Lecture room 02	George Taylor **Contact**: george.taylor@universityofgalway.ie
SP3133 The Northern Ireland Conflict Tuesday 11-13 Venue CA003	Niall Ó Dochartaigh **Contact**: niall.odochartaigh@universityofgalway.ie
SP3141 Socially-Engaged Art and Relations of Power Monday 14-16 ENG-2003	Kevin Ryan **Contact:** kevin.ryan@universityofgalway.ie
SP420 Sociology of the Environment Wed. 14-16 ENG-G017	Mike Hynes **Contact**: mike.hynes@universityofgalway.ie
SP618 Welfare Words Monday 14-16 CA002	Paul Michael Garrett **Contact**: pm.garrett@universityofgalway.ie
SP3194: Theories of Nationalism Tuesday 12-14 AC204	Judith O'Connell **Contact**: judith.oconnell@universityofgalway.ie
SP3193 Introduction to Social Work Wed. 12-14 ENG-2003	Caroline McGregor **Contact:** caroline.mcgregor@universityofgalway.ie
SP3213 Contemporary African Politics Wednesday 14-16 MY306	Sarah Jenkins **Contact:** sarah.jenkins@universityofgalway.ie
SP3215 Security & World Affairs: People, Planet, Places Tuesday 13-15 MY306	Evans Fanoulis **Contact:** evans.fanoulis@universityofgalway.ie

SP3192: Sociology of Religion
Lecturer: Vesna Malesevic

The module is organized around the themes of how we sociologically understand and interpret the phenomenon of religion. The main emphasis is placed on the analysis of texts to encourage students to think sociologically about religion. We address the classical concepts of religion as well as contemporary theories, and discuss the social, political and cultural processes that affect transformation of religion and its institutions. We examine relationships between religion and other spheres of social life such as politics, gender, sexuality, and health.
Prerequisites: None
Min./max. no. of students: Restrictions apply.
Teaching and learning methods: Weekly in-person seminar.
Assessment: Continuous assessment.
Language of instruction: English
Core text: Selected readings

SP3129: Sexualities, Genders and Diversities
Lecturers: Stacey Scriver, Declan Coogan, Vesna Malesevic

Contemporary societies can offer individuals different ways through which to experience sexuality and gender, to enact gender and sexual identities and to advocate for sexual and gender rights. But genders and sexualities continue to be contested and some gender and sexual expressions are marginalised and problematised. The objective of this module is to explore the construction, expression and management of diversity, gender and sexualities in contemporary societies, with a focus on Western Europe and North America. As an inter-disciplinary module incorporating sociology, politics, social work and gender and feminist theory, this course aims to stimulate students to rethink and re-evaluate typical/traditional understandings of the role and function of gender, sexuality and diversity. It also aims to develop students' analytical skills and critical language so students can question the gendered and normative world in which we live. Case studies that examine continuing exchanges between real-life sexualities and the contexts within which they are forged are integral to the course. The role of masculinities and femininities will be explored, particularly as they relate to economic, political and social inequalities for all genders, and how these are inscribed into, and sometimes challenged by, law and policy. Topics include mental health; relationships and consent; domestic, sexual and gender based violence; social construction of genders and sexualities; heterosexual, gay and lesbian and queer theories.
Prerequisites: None
Min/Max no. of students: restrictions apply
Teaching and learning methods: Weekly in-person seminar.
Assessment: Continuous assessment.
Language of instruction: English
Core Texts: Assigned readings

SP721 Ocean & Marine Politics

Lecturer: Brendan Flynn

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

Prerequisites: None

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

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

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

SPL315.ii Smart & Liveable Cities and Suburbs

Lecturer: Kevin Leyden

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

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person seminar.

Assessment: Midterm exam (30%) & Final essay (70%)

Language of instruction: English

Core Texts: Assigned readings

SP419: Marxist Theory

Lecturer: George Taylor

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

Prerequisites: None

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

Teaching and learning methods: Weekly in-person seminar

Assessment: mid-term exam and 2,000 word essay.

Language of instruction: English

Core text: Lucio Colletti (ed).

SP3133: The Northern Ireland Conflict

Lecturer: Niall Ó Dochartaigh

The Northern Ireland conflict was the most serious violent conflict in Western Europe in the late twentieth century, claiming more than 3,600 lives. This module examines the politics of the conflict in comparative perspective, using it as an entry point for addressing broader scholarly debates on peace, conflict, divided societies and political violence. The module surveys the scholarship on the Northern Ireland conflict, relating it to the theoretical literature and comparing it to other episodes of violent political conflict. It covers the origins of conflict; dynamics of escalation; political violence; unionism, nationalism and other ideologies; state-society relations; all-Ireland dimensions; international influences including the European Union and the United States; diaspora involvement; peace processes; reconciliation; consociational structures and dealing with the past.

Prerequisites: None

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

Teaching and learning methods: Weekly in-person lectures and seminars.

Assessment: Continuous assessment.

Language of instruction: English

Core Texts: Assigned readings

SP3141 Socially-Engaged Art and Relations of Power

Lecturer: Kevin Ryan

This module brings sociology into conversation with the field of socially-engaged art, focusing specifically on power relations. The writer and curator Nato Thompson offers a neat entry-point into the field of engaged-art when he proposes that socially-engaged artists share an awareness that 'living itself exists in forms that [can] be questioned, rearranged, mobilised and undone…Whatever has a form can be criticised, disintegrated, assembled' (Thompson 2012, p. 19). This is the approach taken in this module, focusing on artists and practices that

aim to disrupt, transform, or reconfigure power relations. In the first part of the course, we explore the work of leading theorists in the field, thereby opening out key questions and issues concerning consensual versus antagonistic approaches, participation v spectatorship, and collaboration as co-production. In the remainder of the course, we will explore a selection of influential artists and projects that engage with relations of power.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: weekly seminar

Methods of assessment and examination: continuous assessment (50%), final essay (2,000 words, 50%)

Language of instruction: English

Core Texts: Assigned readings and learning materials

SP420: Sociology of the Environment

Lecturer: Mike Hynes

The first part of the course aims to challenge commonly held perceptions of the environment – in particular the 'natural' landscape – so that we can view and examine it as both shaping and reflecting past and present socio-political systems. Even the natural environment is 'built'; it has not evolved all by itself, but has developed in the context of centuries of social and political life and related associated economic activities. The course explores the relationship between social and political transformation and environmental change, focusing in particular on sustainability questions. It also seeks to answer questions around whether and to what extent interactions between society and the environment in Ireland and elsewhere remain hidden and how political influences shapes the ways in which they are perceived. The second part of the course examines tourism as a global phenomenon that reflects other major social developments and which has evolved its own ways of dealing with landscapes. We shall interrogate the idea of sustainable tourism as a mediator between the economic and social needs of host communities and the environments that they both offer and need to preserve. The third part of the course examines social and political developments related to the rise of environmental movements both in Ireland and around the world. What are the basic tenets of environmentalism and is there really a 'sustainable way forward' in the face of the climate emergency?

Prerequisites: none

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

Teaching and learning methods: Weekly in-person seminars; students MUST read assigned texts and undertake directed activities in advance of each class.

Assessment: Continuous assessment.

Language of instruction: English

Core Text: assigned readings will be made available on Blackboard.

SP618: Welfare Words: Key Words in Social Work and Social Welfare
Lecturer: Paul Michael Garrett

The aim of this course is to articulate and discuss a range of key words that are central to social work and social welfare. Such words, or phrases, include: 'adoption', 'empowerment', 'dependency', 'underclass', 'anti-social behaviour', 'therapy', 'care' and 'caring', 'social inclusion', 'customer' etc. Underpinning the Course is the understanding that such words, often highly contentious and subject to a range of differing interpretations, need to be examined in a critical way. In short, there is a need to try to situate such words in a sociological and political context. Moreover, words, such as these, are pivotal in terms of the experiences of those providing and receiving social work and social welfare services.

The first hour each week will comprise of a contribution from the Lecturer, followed by a seminar structured around a presentation from students. The Course does have not a set textbook, a range of sources will be recommended and a reading pack will be provided.

Prerequisites: None

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

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

Core text: Paul Michael Garrett (2018) *Welfare Words, Critical Social Work and Social Policy*, London, SAGE.

SP3194 Theories of Nationalism
Lecturer: Judith O'Connell

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

Prerequisites: None

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

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

Core text: Selected readings

SP3193 Introduction to Social Work
Lecturer: Caroline McGregor

This module provides an introduction to professional social work. It considers social work in Ireland and within an international context. The nature and diversity of social work practice is explored. Many areas of social work practice are covered including social work in child protection and welfare, mental health, disability and health care settings. Perspectives from practitioners and those who use services are included in the module. An emphasis is placed on social work with regard to: The diverse knowledge base social work draws from; Values and Ethics; Balancing support and protection; Socio-legal practice; Promoting Human rights and Social Justice; Civic Engagement and Citizenship.

Prerequisites: None

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

Teaching and learning methods: Two-hour lecture (on campus) per week.

Assessment: Continuous assessment (30%), final essay (70%).

Language of instruction: English

Core text: McGregor C and Pat Dolan (2021) *Support and Protection Across the Lifecourse: A Practical Approach for Social Work* (PART 1), Bristol, Policy Press; Doel M (2010) *Social Work: The Basics*. London, Routledge; Cree, V. (2013) *Becoming a Social Worker*. London: Routledge

SP701 Children & Young People in Families Today
Lecturer: Carmel Devaney

This course is designed to give students an opportunity to explore some of the main issues which arise in relation to childhood, children and family life. The historical view of the triangular relationship between child, family and the state has been one where children were seen as the property of their parents. This notion has shifted, and the contemporary approach is to view the family as a community of individuals possessing specific rights; with children being accepted as rights bearers in themselves.
Students will have an opportunity to deconstruct notions of childhood in society with particular reference to policy developments in the Irish context in particular. Students will explore social issues affecting family life and focus on areas such as childhood, children's rights, child welfare. Current models of responding to the needs and wellbeing of vulnerable children and their families will also be explored and considered. This option will provide participants with the opportunity to critically assess the effects of current policy and legislation relating to children, and family life in Ireland.

Prerequisites: None

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

Teaching and learning methods: Weekly in-person seminar (first hour: contribution from lecturer; second hour: 20 min. student-presentation and class discussion)

Assessment: Continuous assessment (40%) and final essay (2500 words, 60%).

Language of instruction: English
Core texts: assigned readings.

SP3101: 'Community' – Significance & Change
Lecturer: Brian McGrath

'Community' remains an enduring concept despite claims about its disappearance in the modern age. At the same time, globalisation, mobility, technology and a range of other phenomena have changed people's experiences and understandings of community. The experience of changing community life will be located in the context of social position within locales. Some of the themes explored include: neighbourliness, belonging, social capital, migration, gender, lifecourse as they relate to experiences and interpretations of community. Empirical cases will be drawn from a range of international studies that relate primarily to local communities.
Prerequisites: None
Min./max. no. of students: Restrictions apply
Teaching and learning methods: Weekly in-person seminars.
Assessment: Continuous assessment & final essay.
Language of instruction: English
Core text: Assigned readings

SP705.ii Revisiting Violence: Aggression & Abuse in Contemporary Irish Family and Institutional Life
Lecturer: Declan Coogan

What positive role has the media played in responding to violence in the family and in child care settings? Who abuses whom and how can we intervene effectively to deter and prevent abuse and violence in the family and in child care? Following recent inquiries, are children's rights to safety and protection secured?
This module explores the treatment of abuse and violence by media, policy makers and practitioners. Complex realities from the past and present such as the abuse of children in care and cases where a young person assaults parents/carers are investigated. Building on both available research and practice experiences, the module also examines the myths about and emerging responses to individuals who are abusive towards family members. Students consider such responses in the context of the treatment of abuse and violence within the family and in institutions in Ireland from the twentieth century to the present day. The module outlines different stages of political and social responses to family and institutional violence, ranging from denial to acceptance to analysis and a variety of responses. Students are provided with opportunities to make links between practice, policy and research-guided responses to family and institutional violence. Students will be encouraged to critique accepted conventional conceptions in relation to prevention of and reactions to abuse and violence.
Prerequisites: None

Min./max. no. of students: Restrictions apply.
Teaching and learning methods: Weekly in-person seminar.
Assessment: in-class student presentation (6 minutes) & end of semester written assignment (2000 words).
Language of instruction: English
Core text: Assigned readings weekly

SP3144 Political Liberty
Lecturer: Allyn Fives

This module provides the opportunity for students to engage critically with the philosophical literature on the concept of political liberty. Students will read and discuss key texts in modern political philosophy, beginning with Thomas Hobbes's *Leviathan*. Students will critically analyze the various ways in which liberty has been conceptualised by the most important political thinkers in the modern era.
The first half of the module addresses three of the most important conceptions of political liberty: negative freedom, autonomy, and individuality. The second half of the module examines concrete political problems concerning political liberty: toleration, paternalism, authority, and the freedom to do as we please.
Prerequisites: None
Min/Max no. of students: Restrictions apply
Teaching and learning methods: Weekly in-person seminar.
Assessment: Critical review (1,000 words @ 35%), Essay (2,000 words @ 65%)
Language of instruction: English
Core Texts: Assigned readings

SP3103: European Union: Polity, Political Economy and International Role
Lecturer: Gerry Fitzpatrick

This course aims to analyse the 'European Project' – an 'Unidentified Political Object' – through a discrete combination of three approaches: those of Political Theory, Political Economy and International Relations (IR). Students are not expected to be *a priori* theoretically *au fait* with academic scholarship in these three fields: you shall effectively be practically acquainted with and use political theory, political economy and IR ideas in analysing the various facets of the European Union (EU).
The course shall be taught in four parts: first, we shall examine critically the historical origins of the European Idea and its 1980s 're-launch'; secondly, we will try to understand what the EU actually is, what it represents in terms of the political theory of the State and legitimacy; thirdly, the origins, progress and problems of the political economy of the Euro shall be

dissected; and finally, the global meaning, role and positioning of the EU shall be assessed. If structure is a function of purpose – what exactly is the purpose of the EU in the 21st century and how should it appear and work?

Prerequisites: None

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

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

Core texts: Assigned readings

SP3198 Songs of Rebellion: Power, Resistance, and Affect

Lecturer: Diana Stypinska

This module explores the ways in which music operates as a means of challenging, disrupting, and resisting the social order. It encourages students to reflect on the relationship between art, power, and resistance by critically engaging with a wide range of 'protest' songs. To this end, the module critically analyses specific pieces of music through the application of a wide range of conceptual tools drawn from critical, decolonial, race, and feminist theories. It intends to advance students' sociological imagination by fostering the awareness of the value of the 'aesthetic dimension' as a means of dissensus, with a particular emphasis on the theme of social change.

Prerequisites: None.Min./max. no. of students: Restrictions apply. Teaching and learning methods: weekly in-person workshops.

Assessment: Presentation (50%) and Critical Comment 1500 words (50%) OR Final Essay 3000 words.

Language of instruction: English.

Core text: Assigned readings.

SP3150 Teaching Methods for the Politics and Society Classroom

Lecturer: Lisa Walshe

This module aims to provide students with the ability to examine and critically engage with the Leaving Certificate subject 'Politics and Society'. It will provide students with clear knowledge and understanding of the subject specification, the strands of study and the topics of learning and discussion. It will give students the skills to identify and employ a range of materials, resources and teaching methodologies, which will allow them to effectively teach and engage with the subject. The module aims to provide students both with the skills and the confidence to provide a collaborative, participative and democratic learning environment for those studying the subject in a post primary school context.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: weekly in-person seminars.
Assessment: Final essay (3000 words, see course outline for details).
Language of instruction: English
Core Texts: Assigned readings

SP3134 Human Rights Advocacy
Lecturer: Niamh Reilly

This module is divided into two main parts. Part I offers an introduction to the different elements of the international human rights paradigm, including: fundamental ideas and principles that underpin human rights (e.g. equality, non-discrimination, universality, indivisibility); the content and practice of human rights laws, treaties and mechanisms (e.g. The Universal Declaration of Human Rights or the Convention on the Elimination of All Forms of Discrimination against Women); the role of states and governments, how they are held accountable, and their relation to human rights monitoring institutions (e.g., the UN Human Rights Council); and the dynamics of human rights advocacy, the central role of human rights non-governmental organisations (NGOs) (e.g., Amnesty International) and individual activists. Part II focuses on a selection of timely human rights issues and challenges in particular contexts. The module also examines human rights concerns of particular groups including forms discrimination based on gender, 'race', disability, and/or other prohibited grounds, and how these are addressed within a human rights framework.
Prerequisites: None
Min/Max no. of students: Restrictions apply
Teaching and learning methods: Weekly in-person classes
Assessment: Continuous assessment.
Language of instruction: English
Core Text: Smith, R. (2014) Textbook on International Human Rights. 6th edn. Oxford University Press. (Digital copy on Blackboard).

SP3209 The Sociology of the Bio-economy
Lecturer: Alexander Stingl

An increasing number of national governments and international organizations in the past 15+ years has been proposing, ratifying, and implementing a Bioeconomy strategy. Ireland published its National Policy Statement on the Bioeconomy in 2018, integrated with the constantly updated EU Bioeconomy Strategy (following from the 2005 FP7 programme "Knowledge-based Bioeconomy"). This, on the one hand conceptually vague and ambiguous agenda, on the other hand comprehensive and concerted regime of transformation of the Global Political Economy across all scales (micro- meso-, macro-), supported, implemented, and coordinated by policy-makers, investors, and (private sector) researchers, across the globe, has largely passed by the attention of the public at large. In this module, the genealogy of the Bioeconomy will be traced alongside the reconstruction of the transformative potentials

it has realized across globe-spanning economic structures and into the reaches of people's everyday lives. Scientific and ethical questions regarding emerging biotechnologies and exploiting ecosystem services will be reviewed through the social scientific lens. Related programs, such as the reforestation-and-carbon-offsetting REDD+ regime will be reviewed in terms of neo-colonial context of development financing architectures and the disenfranchising of vulnerable and indigenous peoples for a second time. A shift of perspective is provided in taking alternative concepts, histories, and futures of 'bioeconomy' into view. The goals and promises of the current Bioeconomy agenda will be reviewed in light of real outcomes and compared with the potentials that an opening up of the current agenda with its geopolitical focus on the Global North and the Eurocentric definition of concepts such as "value", "equivalence", or "sustainability" would undergo, if it allowed for the diversity of multiple bioeconomies otherwise to be realized.

Prerequisites: None

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

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Core texts: Lewandowski, I. (2018) *Bioeconomy*. Cham: Springer (Open Access Book), Bakker, H. 'J.I.' (2015) *The Methodology of Political Economy: Studying the Global Rural-Urban Matrix.* Lanham: Lexington/Rowman.

SP3215 Security & World Affairs: People, Planet, Places

Lecturer: Evans Fanoulis

This specialist elective module provides students with a critical understanding of the contemporary security landscape, engaging with security as a concept and idea, a policy area, and an empirical reality. Students explore different contemporary security issues and how these relate to world affairs, thinking outside the box of mainstream security studies. In more concrete terms, students will firstly look at traditional security questions related to conflict, war and international intervention, always with concrete empirical references to international politics. The module continues with the securitization of climate change, immigration, health, and 23 cyberspace. The last part of the module examines the role of women in security and how development and security are interconnected. The ultimate objective of this empirically-driven yet theory-informed module is for students to acquire a comprehensive understanding of what we call and perform as 'security' in international politics nowadays. To do so, students are expected to adopt a multi-perspectival approach in their study, considering how security refers not only to people but also to different places, contexts and the whole planet.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person (seminar/lecture)

Assessment: policy paper (40%), essay (60%)

Language of instruction: English

Core Texts:

Collins, A. (2022). Contemporary Security Studies, 6th edition, Oxford: Oxford University Press.
People, C. and Vaughan-Williams, N. (2021). Critical Security Studies: An Introduction, 3rd edition, London: Routledge.

SP3213 Contemporary African Politics
<u>Lecturer</u>: Sarah Jenkins

This module will introduce students to some of the main debates and issues in contemporary African politics, exploring them within their historical, social and cultural contexts. Africa has often been neglected in the study of politics and international relations, and has been subject to media representations that dismiss it as a continent universally ravaged by conflict, state collapse, famine, and disease. This module seeks to challenge these perspectives. Recognising the diversity and heterogeneity of the African experience, the module will explore the factors that have influenced social, economic, and political trajectories across the continent, and will consider both the challenges and opportunities in Africa's contemporary domestic and international affairs. The module is organised along three central themes: a) colonial legacies and the nature of the contemporary African state; b) contemporary security and development challenges; and c) Africa's international relations. By the end of the module, students should have a broad understanding of the politics of Africa, and its position in global affairs.
<u>Prerequisites</u>: None
<u>Min/Max no. of students</u>: Restrictions apply
<u>Teaching and learning methods</u>: Weekly in-person lecture and seminar
<u>Assessment</u>: 100% continuous assessment
<u>Language of instruction</u>: English
<u>Core Text</u>: There is no single 'core' text that covers the whole module, but students may find the following helpful introductions to some of the key topics addressed in the module: Thompson, A. (2023). An Introduction to African Politics, 5th edition, Abingdon: Routledge.
Cheeseman, N., Anderson D. & Schelibler, A. (2015). The Routledge Handbook of African Politics, Abingdon: Routledge.

<div align="center">**General Guidance**</div>

<div align="center">**Essays & assignments: deadlines, extensions & deferrals**</div>

If for good reason you cannot make a deadline for an assignment, you can seek an extension from your lecturer.

Submitting coursework late without an extension or a deferral, will be subject to penalty of <u>2%/2 points per overdue day</u> (Monday – Friday & excluding weekends).
Exceptions include valid medical or personal reasons in which case you should contact the College office: <u>collegearts@universityofgalway.ie</u>

Golden Rule: get your assignments in on time! It is best to deliver an imperfect essay by the due date as opposed to losing marks for late submission.

If you need to defer a module (in which case you will be examined for that module during the autumn exam – technically called the '2ⁿᵈ sitting'), you can find the relevant information here: https://www.nuigalway.ie/exams/timetable-advice/deferrals/. Applications for deferral should be sent to Catherine McCurry in the College Office at this email address: collegearts@universityofgalway.ie

If you fail a module then you will have the opportunity to be repeat that module during the autumn exam. Please note that repeat exams are capped at 40%.

Academic Integrity and Cheating

The University of Galway Academic Integrity Policy is available here: https://www.universityofgalway.ie/media/registrar/docs/QA220-Academic-Integrity-Policy-Final.pdf

As the Policy states, 'Academic misconduct is any attempt to gain or help others gain an unfair academic advantage'. This can be 'intentional or inadvertent', and can be committed in a variety of ways (University of Galway 2023).

The following examples of academic misconduct are quoted from the University Policy (please note that this is not an exhaustive list):

• 'Submitting work as your own for assessment, which has, in fact, been done in whole or in part by someone else'.

• 'Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation)'.

• 'Cheating in projects (e.g., collusion; using 'essay mills' to carry out the allocated part of the project)'.

• 'Self-plagiarism where you submit work which has previously been submitted for a different assignment without permission/acknowledgement'.

• 'Posting advertisements for services which encourage contract cheating either physically or virtually'.

• 'Submitting all or part of an assessment item which has been produced using artificial intelligence (e.g. Google Translate or other machine translation services/software, AI essay writing service etc.) and claiming it as your own work.'

(Source: University of Galway, 2023, QA220 Academic Integrity Policy)

What to do if you experience difficulties

If you are experiencing difficulties that are having a negative impact on your studies, it is important that you let us know so that we can help or offer guidance on where you can seek assistance. Any *information relating your circumstances will be held in strictest confidence*. *The Golden Rule*: deal with these issues as they occur by contacting the Final Year Coordinator and/or the College office.

If you encounter difficulties with any aspect of a module or with the Final Year programme in Soc & Pol, we are here to help, but you need to let us know. We welcome feedback from students and an important part of our job is to support you in your studies. Any issues you may have that have not been resolved with the lecturer/programme coordinator in the first instance can also be raised with our Deputy Head of School, Dr. Vesna Malesevic (vesna.malesevic@universityofgalway.ie).

As a constituent unit of the College of Arts, Social Sciences and Celtic Studies, the School is subject to the oversight by the Dean of Arts and issues relating to School decisions can also be raised with the Dean's office (contact details here: http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/staff/).

The Examinations Office has a procedure for dealing with queries relating to marks awarded for modules. For details on 'rechecks' and 'appeals' please use this link: https://www.nuigalway.ie/exams/results/.

Student Support Services: Information on University Support Services can be found here: https://www.nuigalway.ie/student-life/student-support/

NOTE:

If you have specific queries regarding modules, please direct them to the module lecturer or programme coordinator responsible for that year of study:

1st year: Diana Stypinska at diana.stypinska@universityofgalway.ie
2nd year: Brian Mc Grath at brian.mcgrath@universityofgalway.ie
3rd/Final year: Brendan Flynn at Brendan.Flynn@universityofgalway or Jackie Murphy at Jacqueline.Murphy@universityofgalway.ie
If you have general queries regarding study in the School of Political Science and Sociology, please direct them to the International Students Coordinator Dr Vesna Malesevic at Vesna.Malesevic@universityofgalway.ie

We wish you very best with your studies at University of Galway!
Signed: Vesna Malesevic
Date: October 2023

Disclaimer: Every effort has been made to ensure that the details contained in this handbook are accurate. The School reserves the right to make changes or correct errors as necessary and, in this event, we will ensure that you are notified, and changes amended into the latest version of the Handbook.

School of Political Science & Sociology

Please complete all sections. In the event that you wish to drop a module, please inform module lecturer AND Vesna Malesevic immediately, as someone else may wish to take your place. Separately, you must de-register from the module through UG Student Registration Portal.

UG ID number	First name	Surname	Course instance (1EM1, 1OA2, etc.)	UG E-mail address	Home University	Ireland phone number	No. of SOC&POL modules required by your home university

Module code	Module title	Order of preference	Are you registered for the module through the student registration portal? Yes/No	Do you intend to take assessment in the module? (yes/no)

Signature:

Date: