

SCHOOL OF POLITICAL SCIENCE AND SOCIOLOGY

Handbook for Final Year Students

Academic Year 2024/25

Welcome back to university and to the study of Sociological and Political Studies. We look forward to working with you in your final year.

We politely suggest that you READ AND KEEP THIS GUIDE. It has vital information for the year ahead and clarifies what you can expect and what is expected of you.

Final Year BA Co-Ordinator: Jacqueline Murphy
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Please Note:

Every effort has been made to ensure that the details contained in this booklet are accurate. The School reserves the right to make changes or correct errors as necessary. We will ensure that you are notified if/when a revised/updated version of the Handbook is available.

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Semester Dates

Semester One: Sept. 9th – Nov. 29th

Study week: Dec. 2nd – Dec. 6th

Exams: Dec. 9th – Dec. 20th

Semester Two: Jan. 13th – April 4th

Study week: April 11th – 17th

Exams: April 22nd – May 9th

Commencement Dates

- Semester 1: all modules begin in week 1 (week beginning September 9th)
- Semester 2: Semi-Core modules begin in week 1 (week beginning Jan. 13th). Specialist Elective Modules begin in week 2 (week beginning Jan. 20th).

Module Registration

- Registration opens on August 19th @ 10:00 (Sept. 9th for students sitting the autumn exam).
- Further details on Registration can be found [here](#).
- Please note that **all modules are capped in terms of student numbers**, and we cannot guarantee that you will be able to register for your first choice. It is thus important to register early and – particularly in the case of elective modules – to be prepared to register modules other than your first preference.

Please ensure that you register your modules correctly – it is your responsibility to ensure that your schedule does not clash with your other subject modules. Check the day and time carefully.

If you are 3BA1, 4BA4, or BA Connect student taking Sociological and Political Studies as a subject, you are required to:

Semester 1

1. Register for 3 Semi-Core modules in Semester 1.

Semester 2

2. Register for 1 Core module, 1 Semi-Core module and 1 Specialist Elective module (see below for details) in Semester 2.

If you are a BA Government student, or on a Denominated BA programme (e.g. BSS1; 4BYF), you should contact your Programme Director who will advise you on 'required' and 'optional' modules in Soc & Pol.

Information relating to modules will be communicated through Canvas. Your lecturers will be in regular contact with you, and it is your responsibility to check your email account and the modules you are registered for on Canvas for updates.

Timetable & Module Offerings Final Year BA 2024/25

Semester 1

Students taking Sociological and Political Studies as a subject register 3 semi-core modules: ONE from each PAIR below

Semi-Core Modules Semester 1

<p>EITHER: SP404 Development & Change Tuesday 3.00 – 4.00pm O’Flaherty Theatre Wednesday 4.00 – 5.00pm O hEocha Theatre AMB1021</p>	<p>Su-Ming Khoo Contact: suming-khoo@universityofgalway.ie</p>
<p>OR: SP3197 Thinking Politically: The Power of Ideas Monday 11.00 – 12.00am Fottrell Theatre AMB1022 Thursday 3.00 – 4.00pm O hEocha Theatre AMB1021</p>	<p>Allyn Fives; Kevin Ryan Contact: kevin.ryan@universityofgalway.ie</p>
<p>EITHER: SP219 Political Sociology Thursday 4.00 – 5.00 pm IT250 Friday 3.00 – 4.00 pm O hEocha Theatre AMB1021</p>	<p>Niall Ó Dochartaigh Contact: niall.odochartaigh@universityofgalway.ie</p>
<p>OR: SP3195 Equality, Diversity & Collective Action Thursday 4.00 – 5.00 pm O’Flaherty Theatre Fri 3.00-4.00 pm IT250</p>	<p>Danielle Kennan Contact: danielle.kennan@universityofgalway.ie</p>
<p>EITHER: SP3208 Contemporary American Politics Wednesday 6.00 – 8.00 pm O’Flaherty Theatre</p>	<p>Kevin Leyden Contact: kevin.leyden@universityofgalway.ie</p>

<p>OR: SP3199 Care, Power, Information</p> <p>Tuesday 6.00 – 7.00 pm IT250 - THEATRE (250), FIRST FLOOR</p> <p>Thursday 6.00 – 7.00 pm AMB-1022 FOTTRELL THEATRE</p>	<p>Alexander Stingl</p> <p>Contact: alexander.stingl@universityofgalway.ie</p>
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Semester 2

Students taking Sociological and Political Studies as a subject register for 1 core module, 1 semi-core module: **PLUS 1** specialist elective module

Core module Semester 2

<p>SP3139 Comparative Government & Politics</p> <p>Tuesday 3.00 – 4.00pm Kirwan Theatre</p> <p>Wednesday 4.00 – 5.00pm O hEocha Theatre AMB1021</p>	<p>Kevin Leyden, Sarah Jenkins</p> <p>Contact: kevin.leyden@universityofgalway.ie</p>
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Semi-Core modules Semester 2

<p>Either SP405 Contemporary Social Thought</p> <p>Monday 11.00 – 12.00am O hEocha Theatre AMB1021</p> <p>Thursday 3.00 – 4.00pm O hEocha Theatre AMB1021</p>	<p>Diana Stypinska</p> <p>Contact: diana.stypinska@universityofgalway.ie</p>
<p>Or SP3137 Youth & Society</p> <p>Thursday 4.00-5.00 pm Anderson AC002</p> <p>Friday 3.00 – 4.00pm IT250</p>	<p>John Canavan; Cormac Forkan</p> <p>Contact: John.canavan@universityofgalway.ie</p>

Specialist Elective Modules Semester 2

Specialist Elective Modules

SP3192 Sociology of Religion Wednesday 10.00 – 12.00 CA001	Vesna Malesevic Contact: vesna.malesevic@universityofgalway.ie
SP3129 Sexualities, Genders and Diversities Monday 12.00 – 2.00 CA117	Vesna Malesevic, Declan Coogan Contact: vesna.malesevic@universityofgalway.ie
SP721 Ocean & Marine Politics Tuesday 12.00 – 2.00 IT125	Brendan Flynn Contact: Brendan.flynn@universityofgalway.ie
SP4131 Smart & Liveable Cities & Suburbs Thursday 11.00 – 1.00 ENG 2035	Kevin Leyden Contact: kevin.leyden@universityofgalway.ie
SP3141 Socially Engaged Art & Relations of Power Monday 12.00 – 2.00 MY306	Kevin Ryan Contact: kevin.ryan@universityofgalway.ie
SP420 Sociology of the Environment Wednesday 2.00 – 4.00 ENG-G017	Mike Hynes Contact: mike.hynes@universityofgalway.ie
SP618 Welfare Words Monday 2.00 – 4.00 CA002	Paul Michael Garrett Contact: pm.garrett@universityofgalway.ie
SP3194 Theories of Nationalism Tuesday 12.00 – 2.00 AC204	Judith O’Connell Contact: judith.oconnell@universityofgalway.ie
SP3193 Introduction to Social Work Wednesday 12.00 – 2.00 ENG-2003	Caroline McGregor Contact: caroline.mcgregor@universityofgalway.ie
SP701 Children & Young People in Families Today Wednesday 10.00 – 12.00 G018 (ILAS)	Carmel Devaney Contact: carmel.devaney@universityofgalway.ie
SP3101 ‘Community’: Significance & Change Thursday 10.00 – 12.00 CA002	Brian McGrath Contact: brian.mcgrath@universityofgalway.ie
SP3144 Political Liberty Tuesday 11.00 – 1.00 CA115	Allyn Fives Contact: allyn.fives@universityofgalway.ie
SP3103 European Union: Polity, Political Economy, & International Role Thursday 11.00 – 1.00 CA003	Gerry Fitzpatrick Contact: Gerard.fitzpatrick@universityofgalway.ie
SP3198 Songs of Rebellion: Power, Resistance, and Affect Monday 1.00 – 3.00 CA101	Diana Stypinska Contact: diana.stypinska@universityofgalway.ie
SP3150 Teaching Methods for the Politics and Society Classroom Wednesday 1.00 – 2.00 CA002	Lisa Walshe Contact: lisa.walshe@universityofgalway.ie

SP3214 Biosociality and Bioeconomy: The Value(s) of Living Things Thursday 11.00 – 1.00 MY306	Alexander Stingl Contact: alexander.stingl@universityofgalway.ie
SP3215 Security & World Affairs: People, Planet, Places Tuesday 13.00-15.00 MY306	Evans Fanoulis Contact: evans.fanoulis@universityofgalway.ie
SP3213 Contemporary African Politics Wednesday 2pm-4pm AMBG036	Sarah Jenkins Contact: sarah.jenkins@universityofgalway.ie
SPL304 Women, Men and the Economy: Critical Explorations of Theory and Policy Tuesday 11-1 Venue: CA003	Nata Duvvury Contact: nata.duvvury@universityofgalway.ie

Designing Futures elective modules

The two modules below are not available on the online registration system, and places are limited. Students interested in registering either of these electives should contact the module coordinator.

ED2104 Design Your Life Wednesdays 16:00 – 18:00 Venue IT206 (AKA CSB-1002)	Tony Hall, School of Education Contact: tony.hall@universityofgalway.ie
SP3211 Empathy in Action Tuesdays 9.00-11.00 Ideas Lab- Empathy Lab	Neil Ferguson Contact: neil.ferguson@universityofgalway.ie

Course Descriptions Semester 1

Semi-core modules

SP404 Development and Change

Lecturers: Su-Ming Khoo

This course is a critical introduction to development studies. It focuses on the meanings of 'development' and the debates surrounding the definition and measurement of 'progress' or 'good change'. We examine the different priorities attached to development efforts, critically challenging mainstream economic growth perspectives with alternative or ethical feminist, humanistic and ecological approaches. In current times of multiple crises and challenges, this course suggests that ideas about global 'progress' matter a lot and urgently need to be debated.

The course opens by discussing four main approaches to 'progress' – economic growth, equality, human rights and capabilities. Economy-focused perspectives are different from ethical or values-based perspectives. The question of sustainability adds a fifth perspective that places limits on progress defined as economic growth, while the question of gender equality pushes us to question what is happening within aggregate populations or countries. The issues illustrate how 'development' involves problems of data and measurement, but also deeply sociological, philosophical and political questions about values, meaning and purpose. Persisting demands for growth are challenged by pressures of inequality, both within and between the societies of the Global South and Global North. We explore these contrasting perspectives on progress through the lenses of three major global issues for policy and public action: agriculture and food, health and security. An issue-based approach enables us to open out debates with evidence and perspectives from Asia, Africa, Latin America, North America and Europe.

The course material invites you to question conventional assumptions about economic and societal progress or 'development'. It also introduces leading actors in global development – which include UN agencies and programmes, governments, notionally 'free' and globalized markets, and non-governmental and grassroots organization. These have different roles and niches in directing policy, organizing social protection and security and protecting and fulfilling rights.

Prerequisites: None

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

Teaching and learning methods: weekly in-person lectures

Assessment: MCQ exam (30%) and final essay (2000 words, 70%).

Language of instruction: English

Core texts: Assigned readings

SP3197 Thinking Politically: The Power of Ideas

Lecturers: Allyn Fives, Kevin Ryan

This module explores the practical application of political theory to real-world issues and problems, thereby exploring 'the power of ideas'. Topics include: redistribution of income to benefit the least well off; civil disobedience; resistance against deeply unjust regimes; paternalistic policies to benefit adult citizens; parental power over children; gender equality, LGBTQ+ rights and freedoms; racialisation and racism.

In terms of how the module is organised, it provides an introduction to and overview of some of the key arguments in two of the main approaches to political theory: analytical (e.g. John Rawls, Judith Shklar, Alasdair MacIntyre) & continental (e.g. Michel Foucault, Judith Butler, Saidiya Hartman). By exploring the 'power of ideas', this module highlights an apparent 'incommensurability' between the analytical and continental traditions in political theory, which is important in terms of how we use political theory to both 'think politically' but also 'think critically'. From a standpoint of 'epistemic toleration', motivated in part by an awareness of family resemblances between the traditions, the aim of this module is not to overcome incommensurability, but rather to make students aware of, and encourage their critical analysis of, the two traditions.

Prerequisites: None

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

Teaching and learning methods: Weekly in-person lectures.

Assessment: Mid-term essay (30%), end of semester exam (70%)

Language of instruction: English

Core text: Assigned Readings

SP219 Political Sociology

Lecturer: Niall Ó Dochartaigh

Political sociology examines the social origins and dynamics of political phenomena such as the state, nationalism, political mobilisation and competition, civil war and conflict. Located at the boundary between the disciplines of sociology and political science it focuses in particular on the changing relationship between society and state. This course covers key themes and issues in political sociology, providing an overview of the major debates and perspectives in the field, tracing the changing relationship between state and society in the modern era. It provides an introduction to both classical and contemporary issues in political sociology and reviews the leading theoretical and historical approaches in the field in a way that illustrates theory with concrete empirical work and case studies. The course explores how the nation-state became the dominant form of political organisation in the modern world and why it persists; why nationalism is such a powerful political and social force; why people get involved—and stay involved—in political parties and social movements; how civil wars break out and why people

take up arms; how governments maintain their legitimacy and why it matters; the changing nature of warfare and its role in shaping societies and states; and the changing character of politics in the Information Age.

Prerequisites: None

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

Teaching and learning methods: Weekly in-person lectures.

Assessment: Continuous assessment (30%); end of semester exam (70%)

Language of instruction: English

SP3195 Equality, Diversity & Collective Action

Lecturers: Danielle Kennan

In this module, students will have the opportunity to deepen knowledge on, and engage with, contemporary issues of diversity and equality advocacy. Students will explore the kinds of social movements and collective activism that have driven, shaped or challenged human rights internationally, taking a 'bottom-up' approach. Case studies will be used for in-depth exploration of tensions between equality and diversity and to examine the forms, functions and outcomes of collective action in relation to the cases considered. Students will be assessed through a combination of mid-term assignment and a final written exam.

Prerequisites: None

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

Teaching and learning methods: weekly in-person lectures

Assessment: 30% Continuous assessment by mid-term assignment; 70% end of semester exam.

Language of instruction: English

Core texts: Assigned readings

SP3208 Contemporary American Politics

Lecturer: Kevin Leyden

This module explores contemporary politics and political institutions in the United States. Students are introduced first to the basics of the American democratic system and then to examples of contemporary political issues. The module examines the basic American policy-making system, contemporary public opinion and voting behaviour, and the election of Donald Trump in 2016 and his

defeat in 2020. The module will also examine pressing contemporary issues such as race-relations, gun violence, economic inequality, concerns about the election process, and America's changing position in the world economically and politically.

Prerequisites: None

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

Teaching and learning methods: weekly in-person lectures. Lecture slides posted on Canvas.

Assessment: Midterm (30%), end of semester exam (70%)

Language of instruction: English

Core texts: Assigned Readings

SP3199 Care, Power, Information

Lecturer: Alexander Stingl

The 20th century was the century for which social scientists had described and analyzed an ongoing processes of "globalization". In the first two decades of the 21st century, it has become clear that we already have and continue to be living together on one single but increasingly "ruinous"/"ruined" planet (e.g. Anthropocene) and in an integrated and vulnerable planetary society (e.g. COVID), but simultaneously we also exist and dwell in one world that is "made of many worlds". Scholars, politicians, and activists propose unified responses to the processes that damage our one and very material World and that lead to various forms of injustice and inequality globally and across many different worlds through plans to "build back better" or establish "circular economies", as well as integrate digital technologies, ecosystem services, global health, and economic development policy, finance, and law. At the same time, much of social, cultural, and economic life has migrated away from so-called "meat-space" into digital realms. These different developments are, however, related: They beg the question how do we relate to one another and to the planet today? In this module, we will address this question through three connected register of how we relate to another as all these developments require the creation and the exchange of information (I), wherein different actors establish, circulate, and execute different forms of power (P), which enable as well as constrain, ultimately, how we care (C) for one another. Social scientists (political scientists and sociologists) not only study these three CPI registers traditionally, but with the increasingly global and local challenges we are now facing, the role of the social scientists and the demands made on them by individual and institutional stakeholders is significantly changing. In this module, not only will the above sketched questions and the theoretical and methodological tools to analyze them be addressed, but also will possible futures of scholarship be developed that establish how social scientists can play the role of a critical friend that brings stakeholders and vulnerable communities together across power and information through mutual established practices of care. In conclusion, the question will be addressed If there can or even must be such a thing as a "transnational welfare state".

Prerequisites: None

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

Teaching and learning methods: Weekly in-person lectures.

Assessment: Mid-term assignment (30%), Final Essay (2500 words, 70%).

Assigned Readings: Assigned weekly texts.

There is no single 'core' text that covers the whole module, but students may find the following texts helpful to some of the key topics addressed.

Rea, C. M., & Frickel, S. (2023). The Environmental State: Nature and the Politics of Environmental Protection. *Sociological Theory*, 41(3), 255-281;

Asdal, K., Cointe, B., Hobæk, B. *et al.* '(2023) The good economy': a conceptual and empirical move for investigating how economies and versions of the good are entangled. *BioSocieties* 18, 1–24;

Fleurbaey, M. *et al* (2018) *A Manifesto for Social Progress: Ideas for a Better Society.*, Cambridge UP;

Boatcă, M. (2016) *Global Inequalities Beyond Occidentalism.*: Routledge;

Hetherington, K., ed. (2019) *Infrastructure, Environment and Life in the Anthropocene.* Duke UP

Course Descriptions Semester 2

Core module

SP3139: Comparative Government and Politics

Lecturers: Kevin Leyden, Sarah Jenkins

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

Semi-Core module

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 (30%) and end of semester exam (70%).

Language of instruction: English.

Core text: Assigned readings.

OR

SP3137: Youth and Society

Lecturers: John Canavan, Cormac Forkan

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, and youth transitions to adulthood. 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; youth transitions to adulthood 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 (30%), end of semester exam (70%).

Language of instruction: English

Core texts: Assigned readings

Specialist Elective Modules Semester 2

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: 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

SP4131 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

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 (60%), final essay (1500 words, 40%)

Language of instruction: English

Core Texts: Assigned readings and learning materials

SP420: Sociology of the Environment

Lecturer: Mike Hynes

This module explores the relationship between social, political transformation, and environmental change, focusing in particular on sustainability questions. It seeks to answer questions about whether, and to what extent, interactions between society and the environment in Ireland and elsewhere remain hidden and how political influences shape how they are perceived. The module also looks at urban planning, sustainable, and active transport options, and aims to assess the relationship between the urban and built environments and the crucial social life it sustains. The first two parts of the module give rise to questions about environmentalism as a form of social organisation and its contributions to contemporary debates on society-environment interactions and sustainability questions. The third part of the course examines social and political developments related to the rise of environmental movements in Ireland and worldwide. What are the basic tenets of environmentalism? And is there a 'sustainable way forward'? What are the choices facing us in the 21st century? Are there pathways to alternative futures that recognise the realities of the climate crisis?

Prerequisites: attendance for this module is mandatory. Please do not select this module if you are unable to attend class every week

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

Teaching and learning methods: weekly two-hour discussion-based seminars; students MUST read assigned texts and undertake directed activities in advance of each class

Assessment: in-class participation (10%), regular in-class discussion board posts (50%), a final 5-minute video documentary with an accompanying academic essay/descriptor of at least 1,000 words (40%)

Language of instruction: English

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

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 not have 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: Participation (10%), Continuous assessment (30%), Final essay (60%).

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, albeit contested, concept despite claims of 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 through significant critical themes, which include among others: belonging, conviviality, neighbourliness, place, identity and migration. The module will also examine cases of local conflicts and consensus-style development that shape and are shaped by interpretations of 'community'. Empirical cases will be drawn from a range of international studies to explore these issues and themes.

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

SP4132 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.

Module Outcomes:

1. Identify and critically analyse arguments.
2. Communicate clearly and effectively in writing and orally.
3. Complete projects that are well presented, based on independent research, correctly referenced, and cogently argued.

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: Continuous Assessment

Language of instruction: English

Core Texts: Assigned readings

SP3214 Biosociality and Bioeconomy: The Value(s) of Living Things

Lecturer: Alexander Stingl

Climate Change and the 'Anthropocene' present a challenge to every living being on the planet because the way we are living is not sustainable. The social sciences make a crucial contribution in helping understand and evaluate the various dimensions of "sustainability" that exist across different socio-cultural, techno-scientific, and political-economic responses to the Anthropocene. In this module, we will take a serious look at *human to non-human relations* in the context of the so-called Bio-Economy and explore alternatives that include indigenous communities' ways of living, interrogate complex environments wherein "values" include the interests of non-humans (ecosystems, animals, etc.), and we will investigate conflicts and opportunities arising from different "Western" and "non-Western" cultures. To do so, we will examine the concept of "(knowledge-based/circular) Bioeconomy", look at local socio-cultural and international legal conflicts surrounding food justice and farming, fishing communities, alternative energy, biotechnology patents, and genetically modified organisms to illustrate the "values" at stake. By investigating the above, we will respond to the question, whether a "global bioeconomy" should be an economic and techno-scientific response, such as the European Bioeconomy proposes, or if the idea of a Bioeconomy can and should be reformulated by diverse values as a socio-culturally and ecologically sustainable alternative.

Prerequisites: None

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

Teaching and learning methods: Weekly in-person seminar.

Assessment: 10% Participation, 90% Research Paper (2,500 Words)

Core texts: There is no single 'core' text that covers the whole module, but students may find the following texts helpful to some of the key topics addressed.

Tsing, A., et al, eds. (2017) *Arts of Living on a Damaged Planet*, Minnesota UP; Kohn, E. (2013) *How Forests Think*. California UP; Chao, S., Bolender, K., & Kirksey, E. (Eds.). (2022). *The Promise of Multispecies Justice*. Duke UP; Collins, Y.A. (2024) *Forests of Refuge: Decolonizing Environmental Governance in the Amazonian Guiana Shield*. California UP; Parreñas, J.S. (2018) *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation*. Duke UP; Kockelman, P. (2016) *The Chicken and the Quetzal: Incommensurate Ontologies and Portable Values in Guatemala's Cloud Forest*, Duke UP; Cherry E. (2017) "The Sociology of Non-human Animals and Society." In: Korgen KO, ed. *The Cambridge Handbook of Sociology: Specialty and Interdisciplinary Studies*. Cambridge UP.

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, and health. 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 Text: 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

Lecturer: 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.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person seminar

Assessment: 100% continuous assessment comprised of a collaborative podcast episode and accompanying reflective report.

Language of instruction: English

Core Text: 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, Alex, 2023, *An Introduction to African Politics*, 5th edition, Abingdon: Routledge; Cheeseman, Nic, David Anderson, and Andrea Schelibler, 2015, *The Routledge Handbook of African Politics*, Abingdon: Routledge.

SPI304 Women, Men and the Economy: Critical Explorations of Theory and Policy

Lecturer: Nata Duvvury

The COVID19 crisis has followed as the Irish economy was finally recovering from the 2008 financial crisis. The gains in employment made by women in the recovery phase have now been undermined as the COVID crisis has unfolded in the last year and half. The oscillation in women's employment poses a challenge to our understanding of the economy and society. Can we discern a shift from the implicit male breadwinner model of economic and social policy? If so, why does there continue to be marked differences in the experience of women and men in the economy with persistent wage differentials, occupational and sectoral segregation and unequal work-life balance? This module will explore a) feminist critique of mainstream economic models, b) the changing structure of economic activity, including social reproduction, and explanations for the persistence of gender inequalities in the labour market, and c) the implications of economic and social policies such as taxation, social welfare and employment policy.

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: Assigned Readings

Designing Futures elective modules

Please note these modules are not available on the online registration system. Students interested in registering either of these electives should contact the module coordinator (places are limited).

ED2104 Design Your Life

Module coordinator: Tony Hall (School of Education, Tony.Hall@universityofgalway.ie)

Finding our way in today's complex and uncertain world is a challenging task. It is also an exciting prospect, with so many choices and options available to us. We therefore need tools and methods that can help us to figure out and discern our best professional and life choices, those likely to bring our lives the greatest fulfilment and meaning. Using Stanford University California's Designing Your Life methodology, this module will develop your understanding and skills in a range of practical and useful techniques and tools that you can use to figure out what your interests, talents and curiosities are, and envision what your future work life might be. As well as professional insight, the module will give you concepts and skills to support your personal, emotional and physical wellbeing, therefore helpful in navigating life at college and also for life after you graduate.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: workshops, lectures

Assessment: 2 written reflections and a digital story

Language of instruction: English

Core Text: Burnett, B., & Evans, D. (2017). *Designing Your Life: Build the Perfect Career, Step by Step*. US: Vintage.

SP3211 Empathy in Action

Module coordinator: Natalie Walsh (Ideas Lab, natalie.walsh@universityofgalway.ie)

Social and emotional skills, such as empathy, self-awareness, respect for others and the ability to communicate, are becoming essential as classrooms and workplaces become more ethnically, culturally and linguistically diverse. Empathy in Action focuses on developing these skills through a combination of action based learning and reflective practice in collaboration with academic, enterprise and social partners. Students will work in multidisciplinary teams to solve real world problems using empathy as a central element of Design Thinking. Empathy is fundamental in crafting design solutions and creating products that are useful and meaningful. Empathising with end-users allows students to understand the people we are designing for, learn about them, and understand their complex needs.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly workshops, individual and teamwork

Assessment: 1. reflective practice assignments on key concepts (a student handbook will facilitate this work); 2. using the IdeasLab challenge approach, students will work in teams over the course of the module to develop a solution to an empathy challenge.

Language of instruction: English

Core Text: Segal E. A. Gerdes K. E. Lietz C. A. Wagaman M. A. & Geiger J. M. (2017). *Assessing empathy*. Columbia University Press. ISBN: 9780231181914

General Information

The **School of Political Science and Sociology** is on floor 2 of the Áras Moyola building.

For general queries, please contact **Stephanie Quinn**: stephanie.quinn@universityofgalway.ie

The **Final Year (3/4BA) Coordinator** is **Jacqueline Murphy** (finalyearsocpol@universityofgalway.ie)

General Guidance

Essays & assignments: deadlines, extensions & deferrals

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 2 marks per overdue day (Monday – Friday & excluding weekends).

Exceptions include valid medical or personal reasons in which case you should contact your lecturer and notify the Final Year Coordinator. A new deadline will be arranged. *Golden Rule*: get your assignments in on time! It is best to deliver an imperfect assignment 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.universityofgalway.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 Policy

The University of Galway Academic Integrity Policy is available here:

<https://www.universityofgalway.ie/registrar/policies-forms/#tab2>

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 2024).

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, generative AI, etc.) and claiming it as your own work.'

(Source: University of Galway (2024) QA220 Academic Integrity Policy)

Citing your sources

You should familiarise yourself with the University Referencing guide:

<https://libguides.library.nuigalway.ie/Plagiarism/Referencing>

Citing your sources: For ease of use we recommend the Harvard system, which is commonly used in the social sciences.

A useful guide to using the Harvard method can be found here:

https://libguides.ul.ie/ld.php?content_id=23581826

We require students to confirm that any written work submitted is their own work: see the Assignment Cover Sheet in the Assessment folder on Canvas. When submitting work via Turnitin on Canvas, you can 'sign' the Cover Sheet by typing your name in the space provided.

We allow students to make multiple submissions to Turnitin before the set deadline. You are advised to make use of this option and carefully review your Turnitin similarity match report to ensure that your essay is properly referenced and that all the used sources are acknowledged.

You can find guidance on how to interpret your Turnitin similarity report here:

<https://help.turnitin.com/feedback-studio/turnitin-website/student/the-similarity-report/interpreting-the-similarity-report.htm>

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 to 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 & Director of Undergraduate Studies, Dr. Vesna Malesevic (vesna.malesevic@universityofgalway.ie).

The School is committed to working with **Year Representatives who are affiliated to the Student Union**. If you are interested in being a Year Rep please contact the Final Year Coordinator.

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.universityofgalway.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.universityofgalway.ie/exams/results/>.

Student Support Services: Information on University Support Services can be found here:

<https://www.universityofgalway.ie/student-life/student-support/>

Assignment Cover Page



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Assignment Cover Sheet

This form MUST be signed by the assignment entrant and must accompany assignment as a cover page. We cannot under any circumstances accept assignments without this form attached. Assignments will not be considered for marking until a cover page is signed and submitted.

Name: _____

ID number: _____

Module Code -----

Title of the Module: -----

Assignment title: _____

Number of pages: _____

Bibliography attached? Yes No

I hereby certify that I understand what plagiarism is and that this assignment is entirely my own work. The paper in its entirety nor parts thereof have been published elsewhere in either paper or electronic form unless indicated through referencing, nor have I paid someone else to write it, and nor have I used Generative Artificial Intelligence. I understand that this work may be entered on a database to enable detection of academic misconduct and I give my consent to this.

Student Signature

Date of submission

